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# STATE NORMAL SCHOOL

CHICO

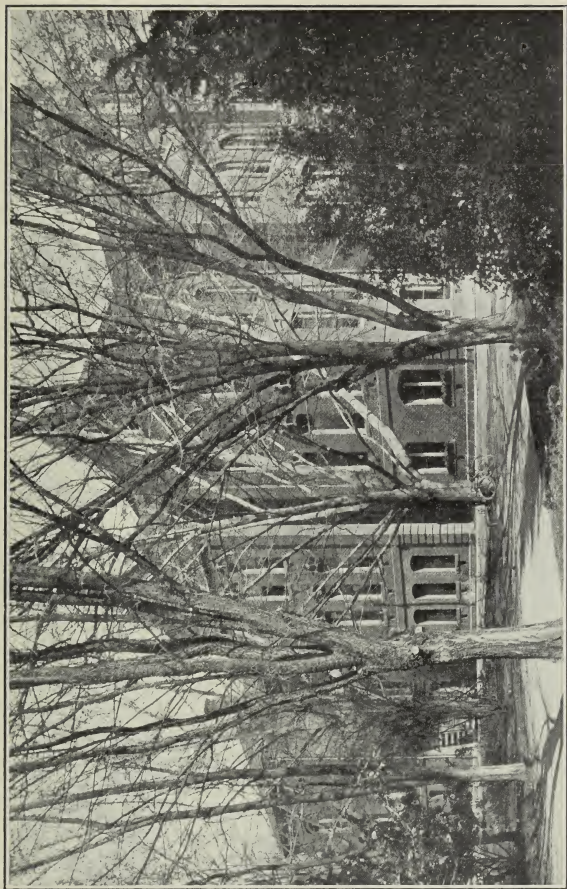
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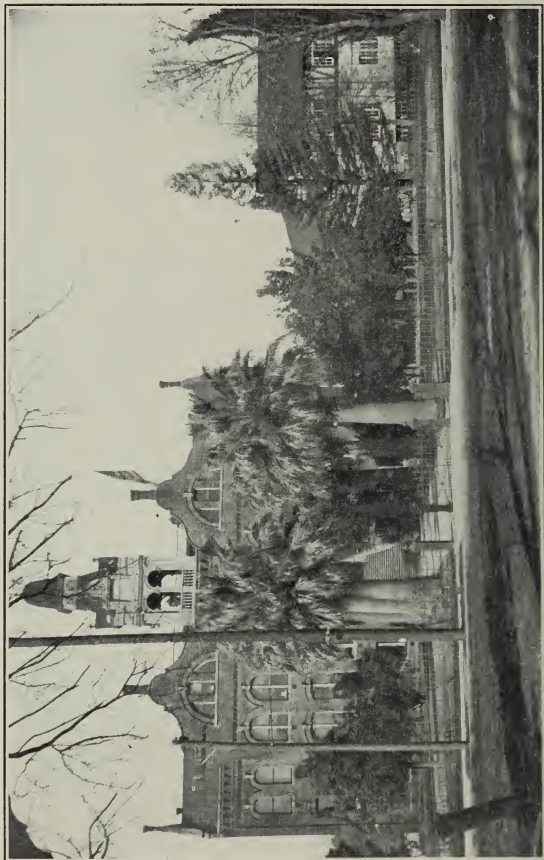
FRIEND WM. RICHARDSON, SUPERINTENDENT OF STATE PRINTING  
SACRAMENTO, CALIFORNIA



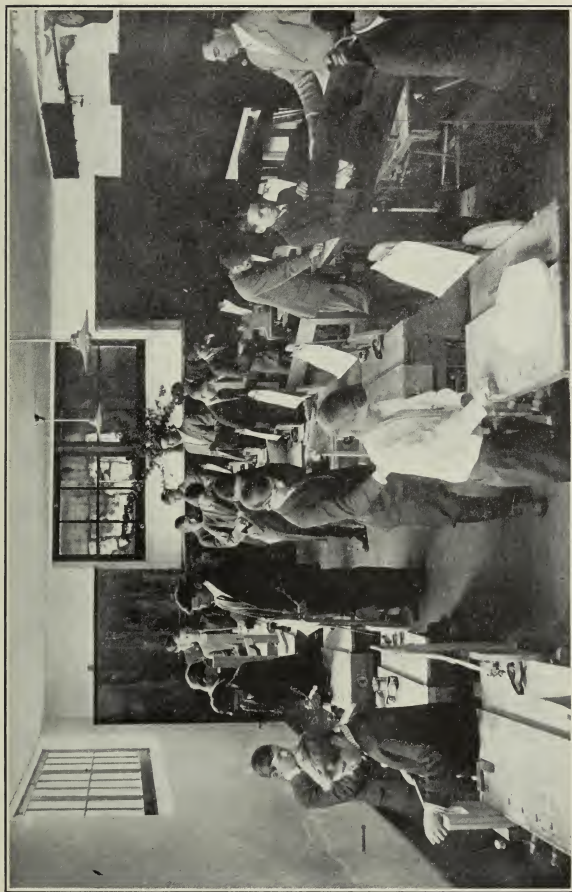




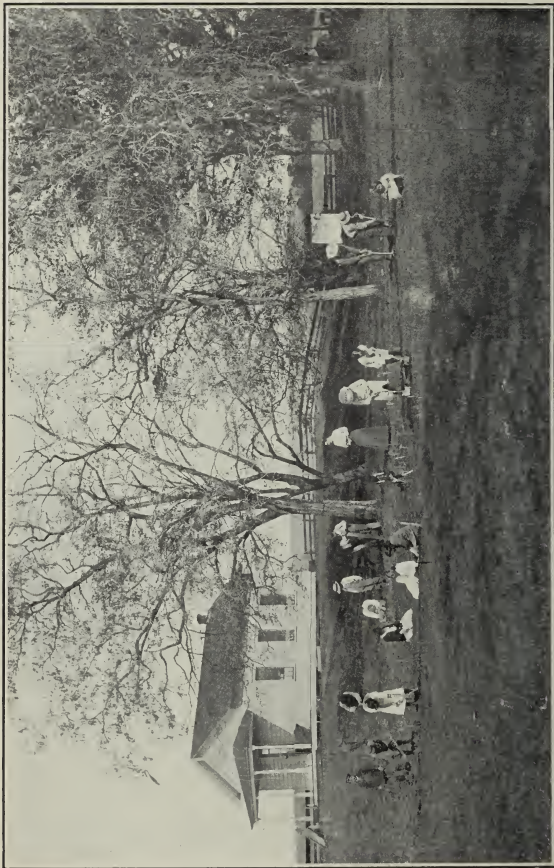
Main Building—West Side.



Chico State Normal and Training School.

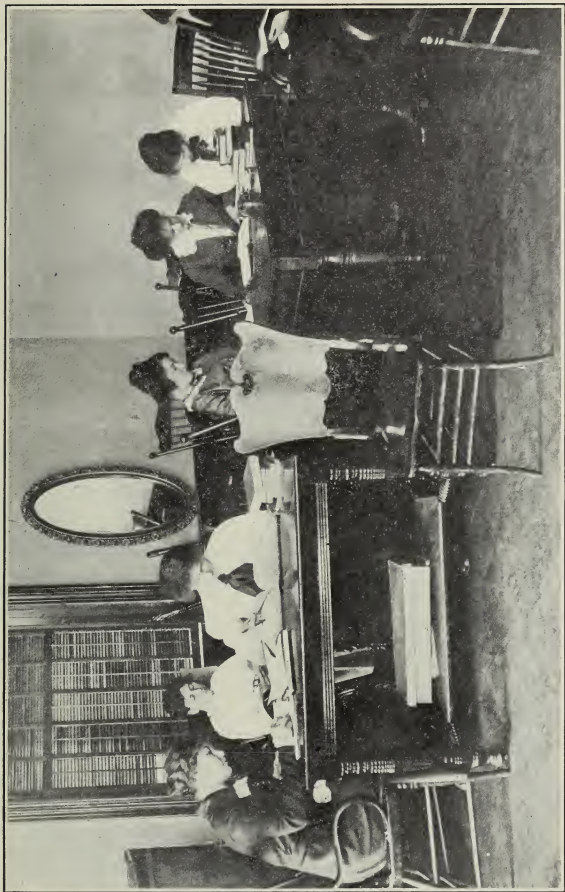


The Training School. Taught by Student Teachers.



Little Chico School. Model Rural Training School, Affiliated.

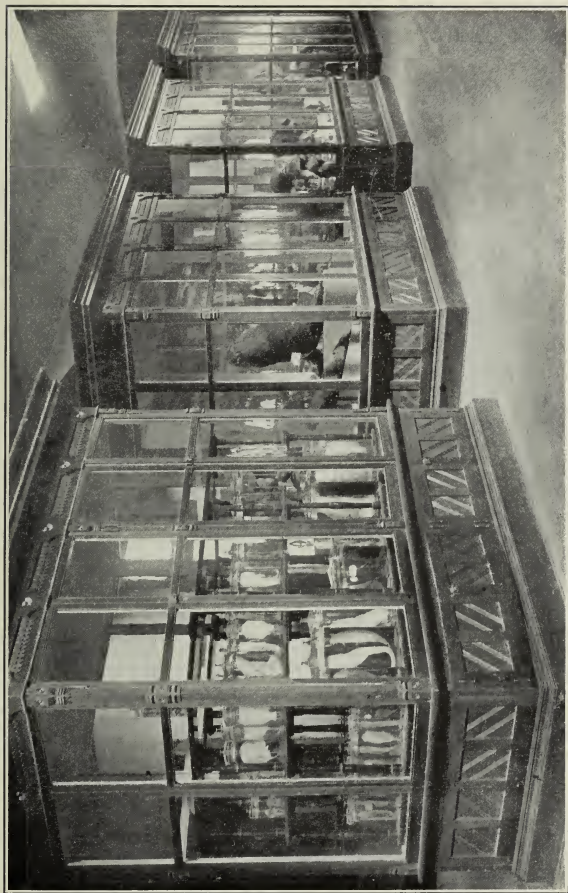




A Corner in the Preceptress' Office.

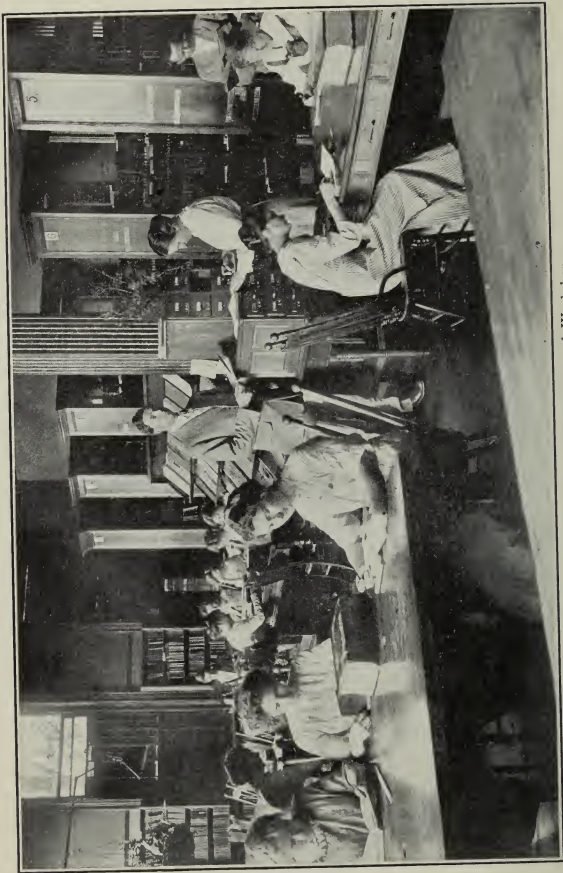


An Outdoor Gymnasium.

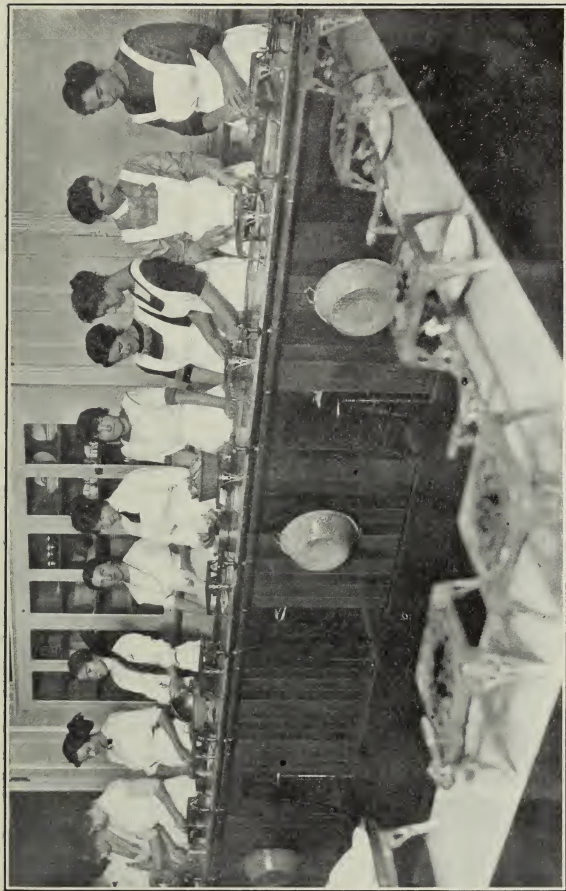


In the Museum.

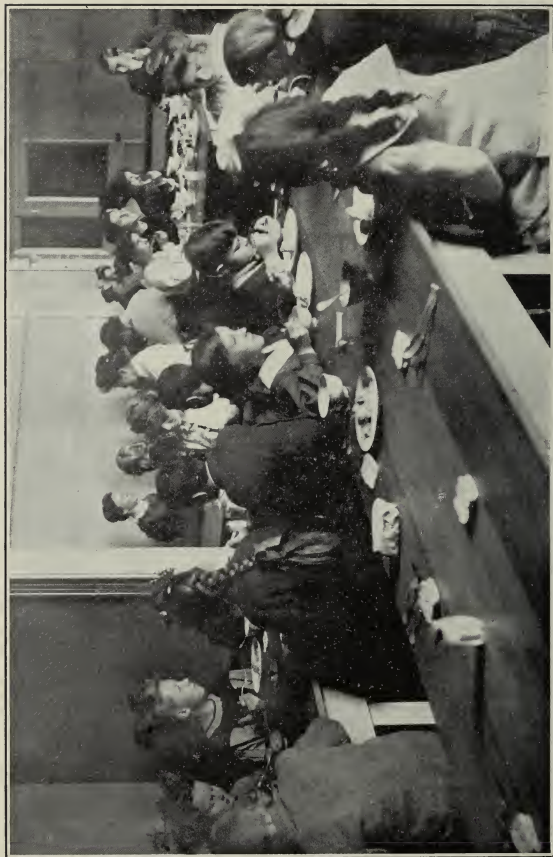




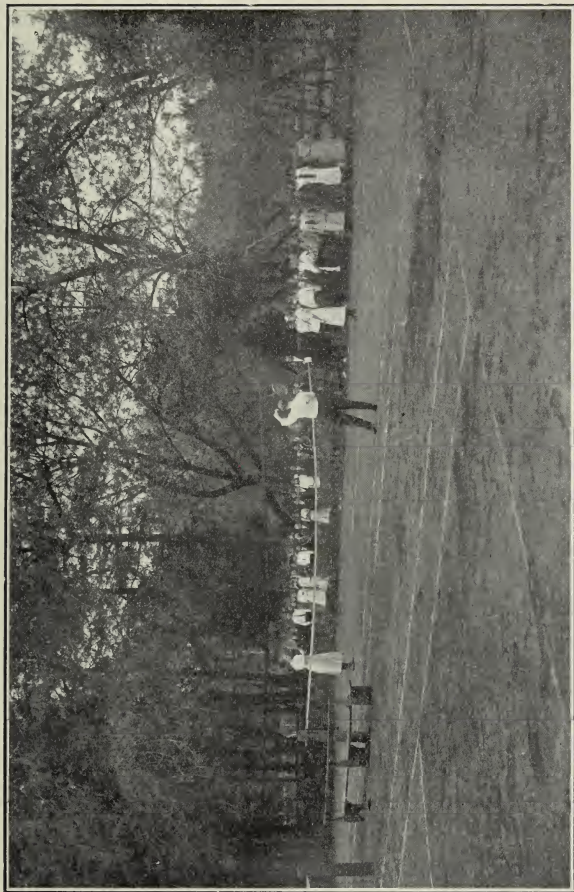
The Library—A Study Room and Workshop.



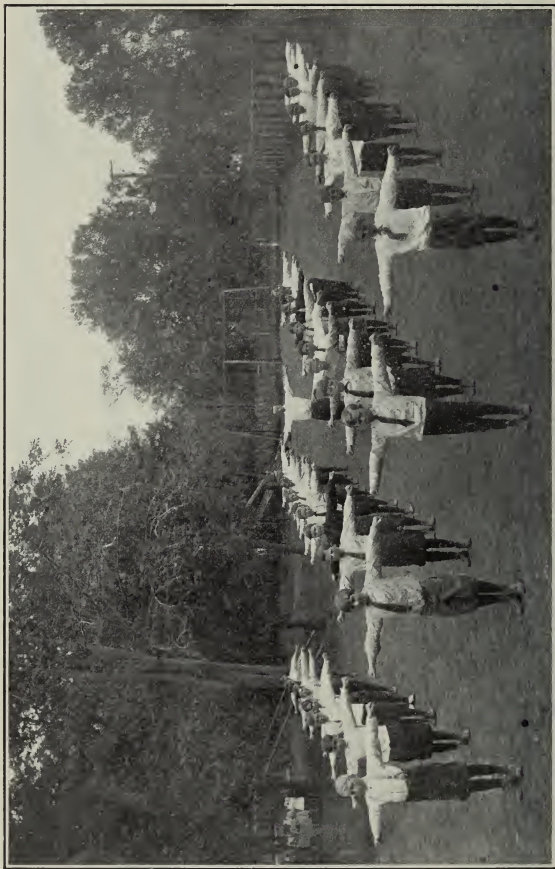
A Domestic Science Class.



Cafeteria—Warm Lunches at Cost.

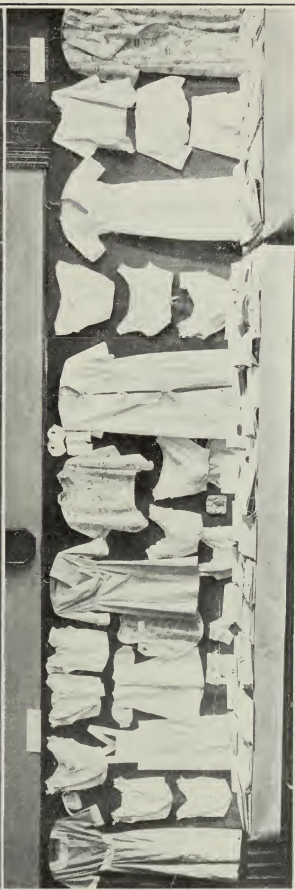
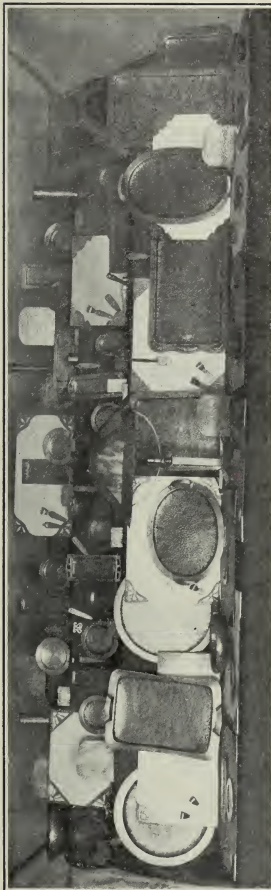


Tennis Courts—East Side.

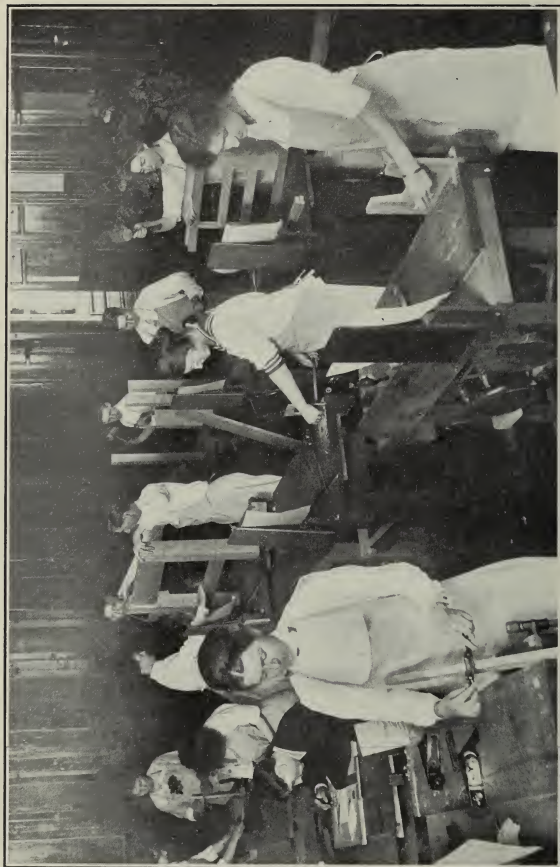


Physical Education. Training School Class in Charge of Student Teacher.



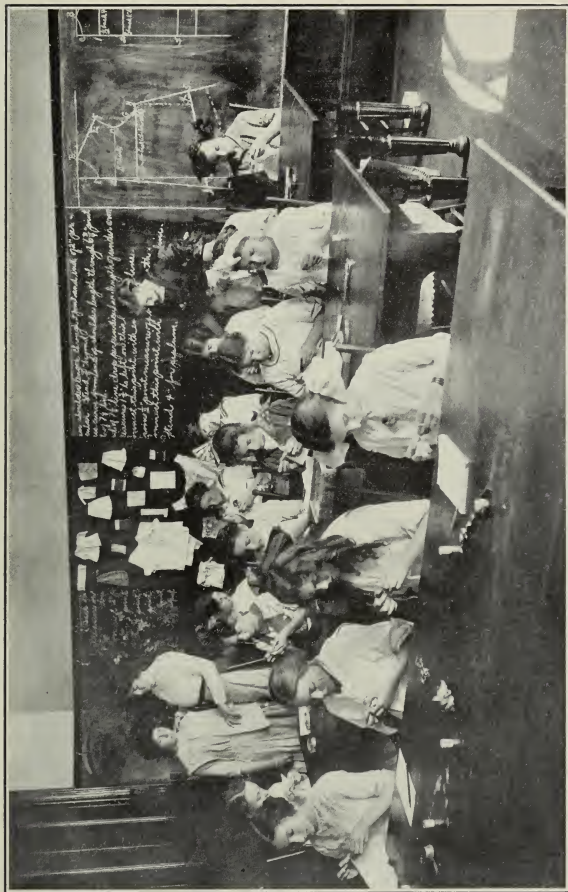


A. From the Metal Working Class. B. From the Domestic Art Classes.

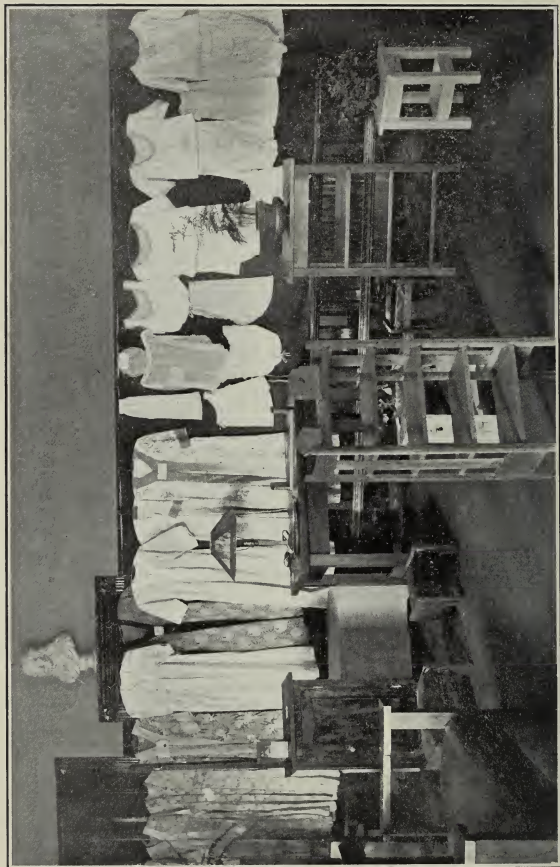


A Class of Student Teachers.





Domestic Art. Student Teachers in Charge of Sewing Classes.



Manual Training and Domestic Art Exhibit.

Twenty-fourth Annual Announcement

of the

State Normal School at Chico

California

for the

School Year ending June 12, 1914

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FRIEND WM. RICHARDSON, SUPERINTENDENT OF STATE PRINTING  
SACRAMENTO, CALIFORNIA  
1913

# CONTENTS

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	PAGE.
BOARD OF TRUSTEES AND OFFICERS OF THE BOARD.....	3
FACULTY .....	4
CALENDAR FOR 1912 AND 1913.....	5
GENERAL INFORMATION .....	6-11
GRADUATES IN RESPONSIBLE POSITIONS.....	11-12
ANNOUNCEMENT TO SUPERINTENDENTS, PRINCIPALS, AND TRUSTEES.....	12-13
REGULAR NORMAL COURSE—	
Conditions of Admission and Advanced Standing.....	14-15
Schedule of Studies.....	16-17
Description of Course in detail.....	18-28
UNIVERSITY CREDITS AND THE HIGH SCHOOL CREDENTIAL.....	29
POST-GRADUATE WORK .....	29
HIGH SCHOOL CERTIFICATION—	
Course for Candidates for High School Certificate.....	30-31
INDUSTRIAL HIGH SCHOOL AND NORMAL PREPARATORY COURSE.....	32
DESCRIPTION OF PREPARATORY COURSE IN DETAIL.....	32-41
TRAINING SCHOOL .....	42-43
MODEL RURAL SCHOOLS .....	44-45
NORMAL EXTENSION WORK .....	45-48

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1913/14 - 1919/20

## BOARD OF TRUSTEES.

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Ex officio.

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## FACULTY.

---

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ALBERT WALDO CROCKETT, A.B. (Amherst),	
	<i>Physics and Agriculture</i>
E. A. POWERS, B.A. (U. C.)	<i>English</i>
C. H. CAMPER, City Superintendent of Schools, Chico,	
	<i>School Administration</i>
EMMA WILSON	<i>Supervisor of Training School</i>
AIMEE JONES, Preceptress	<i>Reading and English</i>
LIDA LENNON	<i>Supervisor of Music</i>
CLARA M. HETSCHER, B.S. and Educational Diploma of Fine	
Arts (Columbia)	<i>Supervisor of Art and Manual Training</i>
CLARA MUNDY	<i>Supervisor of Domestic Art and Science</i>
CLARA M. McQUADE	<i>Supervisor of Grammar and Composition</i>
BERTHA DAVIS	<i>Assistant in Mathematics</i>
LAVINIA HENDEY KAULL,	
	<i>Physical Education and Assistant in Training School</i>
EVA M. EALAND	<i>Supervisor of Domestic Art and Manual Training</i>
ALICE SPROUL	
	<i>Principal of Grammar Dept., Assistant Supervisor of Arithmetic</i>
	<i>Principal of Primary Department</i>
IRMABELLE BEATTY	<i>Assistant in Manual Arts</i>
ESTELLE FORCUM	
	<i>Model Teacher, Pleasant Valley District Rural School</i>
ANNA V. ROBBINS	<i>Model Teacher, Little Chico District Rural School</i>
MARGARET DOLD	<i>Librarian, Instructor in Library Economy</i>

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J. W. ALBRIGHT	<i>Engineer and Janitor</i>
CHAS. BACUS	<i>Janitor</i>
D. C. ELDER	<i>Assistant Janitor</i>
	<i>Assistant Janitor</i>
HENRY LOCEY	<i>Gardener</i>

## CALENDAR FOR 1913-1914.

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### FIRST HALF.

Term opens: Entrance examinations, }  
admission on credentials, and regis- } -----Monday, September 1, 1913  
tration of old and new students---- }

First Term ends-----November 7, 1913

School closes, Christmas vacation----Friday afternoon, December 19, 1913

School reopens-----Monday, January 5, 1914

Second term ends-----Friday, January 23, 1914

### SECOND HALF.

Term opens: Entrance examinations, }  
and admission on credentials----- } -----Monday, January 26, 1914

Charter and Memorial Day-----Thursday, March 5, 1914

Third Term ends-----April 3, 1914

Spring vacation from Saturday, April 4 to-----Sunday, April 12, 1914

Fourth Term ends-----Friday, June 12, 1914

Alumni Day-----Friday afternoon, June 12, 1914



## GENERAL INFORMATION.

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There are many things which combine to render the State Normal School at Chico a desirable place in which to seek a higher education. The school is located in an environment which is healthful and beautiful and at the same time alive and progressive. The Normal building is situated a few rods from a mountain stream, near the center of a campus of eleven acres. The campus is ornamented with a magnificent growth of trees and flowers equaled by only a few of the properties owned by the State.

Around it lies the city of Chico, a rapidly growing educational and business center of northern California, with a population of about twelve thousand. Chico has an excellent electric street-car system, a sewer system, a handsome new Carnegie library building, situated one block from the Normal grounds, and several fine parks and new churches, and has recently made marked improvements in its streets and public buildings.

The churches and young people's religious societies of Chico give a hearty welcome to all students who wish to avail themselves of their privileges and benefits. The place offers a great deal of opportunity each year for good, wholesome, and cultivating entertainment.

Board and lodging in approved private families averages from twenty to twenty-five dollars per month. Suites of furnished rooms, in approved private families, may be rented by students who wish to keep house. By clubbing together, such students may reduce expenses to fourteen or fifteen dollars per month. Students who board themselves will be under special supervision, and any evident neglect on their part to provide properly for their wants will be reported to parents or guardians.

The State Normal building is a beautiful structure of thirty-six rooms, and equipped with a modern heating and ventilating plant, chemical, physical, and biological laboratories, library, gymnasium, apparatus, and materials for thorough and efficient work in all departments. This building is now supplemented by a new training school building, especially equipped for industrial and manual training.

Among the features of the school worthy of particular mention as offering special advantages, are the Museum, the Library, the Gymnasium, the Training School, and the Assembly Hall.

The Museum is a large, well lighted hall containing an unusually complete collection of specimens. Its contents serve for purposes of illustration in normal and elementary school class rooms.

The Library consists of over sixteen thousand volumes. Its magazine rack contains over fifty current periodicals. The collection of books has been very carefully made. Library privileges are extended fully to all students and to any others who make special application.

The Gymnasium is provided with shower baths, apparatus, and a running track, and is well warmed and ventilated. It is large enough for indoor basket ball. The physical training of the young men and women of the school centers about the Gymnasium, which is one of the busiest and most useful departments of the institution.

The heart of a modern normal school is, of course, that part of the institution in which student teachers develop and prove their fitness for actual class room duty. The Training School of the Chico Normal is a new and modern grammar school building containing eighteen class rooms. It is situated on the campus but a few steps from the main building with which it is connected by a corridor. It is legally a part of the city school system of Chico and its standards are main-

tained upon the high plane that prevails in the grammar schools of that city. Each student is required to spend two periods per day throughout the Senior year actually directing and instructing classes in the Training School.

Beside the graded Training School upon the campus, two rural schools of superior type, within driving distance, are legally affiliated with the Normal. In these schools every student, before graduation, is given such experience as will enable him to familiarize himself with the peculiar problems of management and method that the ungraded rural school presents. The rural schools affiliated with the Chico Normal are Model Rural School No. 1, Pleasant Valley District; and Model Rural School No. 2, Little Chico District.

The Normal School offers to its students the uses of the large, well lighted and attractive Assembly Hall. This hall has a seating capacity of six hundred. Once every day the students of the school assemble in this room, and here are held all student-body meetings, literary and musical entertainments, and the lectures and lyceum features which are sprinkled throughout the school year.

### **Tuition is Free.**

Students are required to provide themselves with ordinary student supplies and some of their text-books. More than half of the texts in use are furnished free from the school library. A co-operative Book Exchange is maintained, where students may exchange, buy, or sell second-hand text-books. A charge of one dollar per half year is made for materials, such as paper, chemicals, etc., in drawing, manual training, and laboratory work.

### **Student Activities.**

Various phases of school life have given rise to a number of activities, all of which have open membership lists. Athletics

are managed by the young Men's and Young Women's Athletic Associations; the Normal Record, a quarterly magazine, is issued by an editorial staff and board of managers elected by the students. There are two debating societies, the Special Debating and Illakawin, which meet every other week. Inter-society debates are held as well as contests with other normal school teams. The Young Women's Christian Association has a vigorous chapter. Each class has its separate organization, with officers elected each term. It has become customary for the classes to entertain one another twice a year. In addition, the students, as a whole, are organized under the name of The Associated Students of the Chico Normal for the purpose of transacting business pertaining to general student affairs, and of auditing the accounts of the minor organizations. They also maintain a steadily increasing loan fund for the use of students in need of such aid.

#### **Chapel Exercises.**

Three times each week the chapel period is devoted to exercises of a literary or musical character. The students and faculty of the school prepare and present these programs. Well known speakers or entertainers from without are sometimes secured. One period each week is devoted to a discussion by the students of current topics of world interest.

#### **Moving Picture Machine and Stereopticon.**

Projection apparatus takes a prominent place in the work of instruction, particularly in the subject of Geography. Student teachers are trained to use the stereopticon and moving picture machines in connection with their work and this apparatus is used from time to time during chapel programs and on other occasions. It is especially useful in connection with the Normal School extension work in the outlying rural schools. A special effort is made to bring lecturers, speakers, and entertainers of a high character before the students.

During the past year among others the following have appeared on the Assembly Hall platform: Hon. A. J. Wallace, Lieutenant Governor of California; Dr. Samuel W. Brown, State Normal School, San Francisco; Dr. Harvey W. Wiley, formerly in charge of U. S. Bureau of Chemistry; Cora Mel Patten, dramatic reader; Helene J. Sloane, lecturer; California Jubilee Singers' Quartet; Delia D. Fish, County Superintendent of Schools, Tehama County; Wade Thomas, Superintendent of Schools, San Anselmo; Bruce Gordon Kingsley, musical trovadores; Miss Alma Hoeft, vocal solos; Ben Greet Company; Montaville Flowers, literary interpretation; Lena Guidery, University of California; Mrs. P. L. Hamilton, solo; Mrs. Lilla English, lecture; Bergen-Marx Quartet, musical program; Dr. E. O. Sisson, Reed College, Portland, Oregon.

### **The Advantage of Training.**

The demand for trained teachers is growing constantly. While a considerable percentage of those who obtain certificates upon examination remain unemployed, the graduates of the normal schools seldom fail to secure good positions, and their work is coming to be recognized more and more as generally superior to that of the untrained teachers with the same native ability. Graduates of the State Normal School at Chico are now employed in nearly every county of California and in all of its larger cities.

Under the laws of this State, all county and city superintendents and county and city boards of education recognize the diplomas of the State Normal Schools, and issue certificates thereon, which shall entitle the holders thereof to teach in any primary or grammar school.

The institution is open to all who can meet the requirements stated on pages 14 and 15, and who come prepared to enter at once an atmosphere of work with the spirit of earnest and

aggressive application. Only such will find the institution suited to their needs.

### Our Graduates at Work.

Over one thousand teachers have been trained and set to work by the Chico Normal. Each year the demand becomes stronger for trained normal graduates. The men who enter and remain in the work make especially rapid progress toward the positions of greater responsibility.

The following incomplete list indicates some of the school positions of greater responsibility now held by our graduates:

Beatty, Earl	Superintendent of Schools, Roseville
Brazier, Irving	Principal, Tomales High School
Brown, Sam	Supervisor, S. N. S., San Francisco
Bryan, Josephine	Principal, Colfax, California
Camper, Charles	Superintendent of Schools, Chico, Butte County
Camper, Ralph	Principal, Williams, California
Carden, Georgiana	Mathematician, Miss Ransom's School, Piedmont
Case, Arthur	Principal, Papaikon, Hawaiian Islands
Christian, Artie	Principal, Corning, Tehama County
Crockett, A. W.	Science Department, S. N. S., Chico, Butte County
Cuddeback, Emery	Principal, Mill Valley
Davis, C. A.	Principal, Stirling City
Dempsey, Fred	Principal, Tuscarora, Nevada
Dows, Annie	Principal, Cotati, Sonoma County
Earll, Lillie	History, S. N. S., Chico, Butte County
Fish, Delia	Superintendent of Schools, Tehama County
Gallagher, Margaret	Music, Gridley, Butte County
Goe, Nelson	Manual Training and Music, San Rafael
Golway, Robert	Principal, Durham, Butte County
Gostick, Charles	High School, Woodland, Yolo County
Harvey, George	Principal, Biggs, Butte County
Hetschel, Clara	Supervisor of Art, S. N. S., Chico, Butte County
Hoffman, Freedom	Supervisor, S. N. S. San Francisco
Hudspeth, Ernest	Principal, Oakland
Jones, Aimee	Preceptress and English, S. N. S. Chico, Butte County
Kaull, Lavinia	Physical Education, S. N. S. Chico, Butte County
Kissling, Rudolph	Davis
Knight, Eugene	Principal, San Rafael
Kynoch, Walter	Principal, Marysville
Lee, Edwin	Critic Teacher, Spyers School, Columbia University
Lynch, Ellen	Former Superintendent, Tehama County
McMurry, Effie	Music, Stockton
McQuade, Clara	Grammar, S. N. S., Chico, Butte County
Mortensen, George	Principal, Oakland

Parker, James	Assistant City Superintendent, Bakersfield
Parker, Luther	Supt. Barrio School, Pampagni Province, P. I.
Ray, J. C.	Principal of High School, Marysville
Richardson, Bruce	Principal of High School, Ambos, Camariner, P. I.
Robinson, Lura	Director of Physical Training, South Park, Chicago
Robbins, S. P.	Principal, Chico, Butte County
Shaw, Ella	Domestic Science, Berkeley
Simons, Robt. R.	Principal, Etna Mills
Sisk, Richard	Principal, Chico, Butte County
Springer, Mattie	Principal, Chico, Butte County
Stansbury, Angelina	Supervisor of Art, High School, Chico
Stebbins, Cyril	Supervisor, S. N. S., Chico, Butte County
Stilson, Lois	Supervisor of Music, Public Schools, Chico, Butte County
Talcott, Fred	Principal, Madera, Madera County
Taylor, Bessie	Domestic Science, Manila, P. I.
Thomas, Wade	Principal, San Anselmo, Marin County
Tibessart, John	Principal, Orland, Glenn County
Vadney, Olive	Stenography and Bookkeeping, High School, Chico
Wallace, William	Mathematics, Normal School, Manila, P. I.
Wick, Jennie	Supervisor of Music, York College, Nebraska

Trained teachers are being sought as rapidly as they can be supplied. Especially is there a dearth of able and earnest *young men*. Such young men as desire to secure special qualification in Manual Training or Agriculture are enabled to do so in the Chico Normal. Special ability in these lines, added to general qualifications as a teacher leads invariably to rapid promotion and progress to positions of higher responsibility.

#### **To Superintendents, Principals, and School Trustees:**

The placing of a teacher where he may do his best work is often just as important as his training. Many a good teacher is handicapped by an ill-fitting assignment of work. This institution is willing to aid in supplying teachers to suitable positions at any time that it may have graduates who are candidates for appointment.

Special teachers in Music, Domestic Science, Art or Manual Training can be furnished also; or sometimes teachers can be found who will instruct in one or more of these special sub-



jects for part of the time, say half a day, and fill out the rest of the day with instruction in the common branches.

Applications for teachers should be addressed in care of the President of the school, and should contain a statement of the conditions under which the teacher must work. Needless to say, no candidate will be recommended for a position who does not seem to warrant the full conviction that he or she will meet with complete success in assuming the duties that the particular place involves.

#### **The Annie E. K. Bidwell Model Playground.**

The Normal School has recently received from Mrs. Annie E. K. Bidwell the gift of a most valuable city lot. This land, adjoining the Normal grounds on the east, has been developed into a modern and model playground. It gives added opportunity for the training of teachers in playground supervision, and furnishes public play space and recreation grounds for many of the children of the city. It means an added usefulness to this school, and an increased advantage to its student-teachers. By means of the training that the playground offers, it is possible for our Department of Physical Education to prepare special supervisors of playgrounds.

## CONDITIONS OF ADMISSION AND GRADUATION.

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### Two-Year Professional Course.

This is a strictly professional course of study and training.  
Qualifications for admission to the two-year course:

1. Applicant must be of reasonable maturity, of good moral character, and in sound physical health.

2. Applicant may be admitted without examination: (*a*) When a graduate of an accredited high school and recommended by the principal of that school; (*b*) at the discretion of the faculty, when holding a high school diploma or a first grade teacher's certificate, granted in another state than California; (*c*) when qualified by experience as a teacher or by the possession of a grammar certificate to teach in the State of California.

3. For advanced standing, applicants must present approved credentials, or evidence of successful experience as a teacher, or must pass successfully such examinations as may be required by this school.

4. All applicants for admission to this course must sign the following declaration:

I hereby declare that my purpose in seeking admission to the State Normal School at Chico is to fit myself for teaching, and that I intend to teach in the public schools of California or of the state or territory in which I reside.

Only those who have been resident students at least one year will be graduated, whatever their previous preparation may have been.

### The Six-Year Course: Industrial High School, Normal Preparatory and Professional.

This course consists of four years of work substantially of high school grade and the two years of professional work

referred to above. The preparatory work of the first four years has been so selected that those who take it are enabled to secure a teacher's preparation, not only in the traditional subjects of the common school, but in art, music, manual training, domestic science, and agriculture as well. Applicants will be admitted to this course under the following conditions:

1. Grammar school graduates will be admitted without examination.

2. Applicants of adequate maturity and seriousness of purpose will be admitted upon examination.

3. Advanced standing in this six-year course will be given to all who have had courses equivalent in value to courses given in this course.

All students, whether in the two-year or the six-year course, will be required to make up such deficiencies as their work in this school may reveal.

## TWO-YEAR PROFESSIONAL COURSE.

### First Year.

#### *Junior B.*

##### Required :

Educational Psychology	4 periods a week, 20 weeks	1 unit
Pedagogy	4 periods a week, 10 weeks	$\frac{1}{2}$ unit
Grammar	4 periods a week, 10 weeks	$\frac{1}{2}$ unit
Academic Reviews & Tests	4 periods a week, 20 weeks	1 unit
Physical Education	1 period a week, 20 weeks	$\frac{1}{4}$ unit

#### *Junior A.*

##### Required :

Educational Psychology	4 periods a week, 10 weeks	$\frac{1}{2}$ unit
School administration	4 periods a week, 10 weeks	$\frac{1}{2}$ unit
School Law	1 period a week, 20 weeks	$\frac{1}{4}$ unit
Physical Education	1 period a week, 20 weeks	$\frac{1}{4}$ unit
Methods in Music and Art	4 periods a week, 20 weeks	1 unit
Arithmetic Methods	4 periods a week, 10 weeks	$\frac{1}{2}$ unit
History Methods	4 periods a week, 10 weeks	$\frac{1}{2}$ unit
Science Methods	4 periods a week, 10 weeks	$\frac{1}{2}$ unit
Geography Methods	4 periods a week, 10 weeks	$\frac{1}{2}$ unit
English Methods	4 periods a week, 10 weeks	$\frac{1}{2}$ unit

Electives may be provided by special arrangement with class teacher.

### Second Year.

#### *Senior B.*

##### Required :

Teaching	10 periods a week, 20 weeks	2 units
Methods concurrent with teaching		2 or $1\frac{1}{2}$ units
Physical Education	1 period a week, 20 weeks	$\frac{1}{4}$ unit

#### *Senior A.*

##### Required :

Teaching	10 periods a week, 20 weeks	2 units
Methods concurrent with teaching		$1\frac{1}{2}$ or 2 units
Physical Education	1 period a week, 20 weeks	$\frac{1}{4}$ unit

The methods work referred to in the Senior B and Senior A terms, above, consists of the following courses :

Arithmetic Seminar	Senior B or A, 4 periods a week, 10 weeks	$\frac{1}{2}$ unit
History Seminar	Senior B or A, 4 periods a week, 10 weeks	$\frac{1}{2}$ unit
Art and Music Seminar	Senior B or A, 4 periods a week, 10 weeks	$\frac{1}{2}$ unit
Science Seminar	Senior B or A, 4 periods a week, 10 weeks	$\frac{1}{2}$ unit
English Seminar	Senior B or A, 4 periods a week, 10 weeks	$\frac{1}{2}$ unit
Geography Seminar	Senior B or A, 4 periods a week, 10 weeks	$\frac{1}{2}$ unit
Composition, Spelling and Writing Seminar	Senior B or A, 4 periods a week, 10 weeks	$\frac{1}{2}$ unit

This work cannot be definitely assigned as of the Senior B or Senior A term. Each seminar must be attended in connection with teaching assignments in the same subject. No teaching assignments will be made unless student teachers are able to register for the accompanying methods seminars. Three of these courses may be taken in the Senior B and four in the Senior A; or four of them may be required in the Senior B and only three in the Senior A, according to the nature of the assignments in teaching.

All the foregoing work must be taken by all regular students save those especially excused from parts of it because of advanced standing.

The work of the course entitled "Academic Reviews and Tests" is required of all students in the Junior B class.

Twenty units of work are required for graduation. Each term's work should, therefore, include at least five units. Additional courses may be prescribed according to the student's needs as determined by his previous education and the character of his work here. In cases where students have had courses equivalent to any given above, they may substitute electives with the consent of their class teacher.

The following electives are provided. Students may register for any of these with the consent of the class teacher, provided the courses selected do not conflict with prescribed work.

Hygiene and Health-----	4 periods a week, 20 weeks----	1 unit
Reading -----	4 periods a week, 20 weeks----	1 unit
Economics -----	4 periods a week, 10 weeks----	$\frac{1}{2}$ unit
Advanced Pedagogy-----	4 periods a week, 10 weeks----	$\frac{1}{2}$ unit
History of Education-----	4 periods a week, 20 weeks----	1 unit
Library Economics -----	4 periods a week, 10 weeks----	$\frac{1}{2}$ unit
Manual Arts -----	4 periods a week, 20 weeks----	1 unit
Special Manual Training---	4 periods a week, 20 weeks----	1 unit
Metal Work-----	4 periods a week, 20 weeks----	1 unit
Domestic Science -----	4 periods a week, 20 weeks----	1 unit
Domestic Art -----	4 periods a week, 20 weeks----	1 unit
Special Art-----	4 periods a week, 20 weeks----	1 unit
Special Music-----	4 periods a week, 20 weeks----	1 unit
Agriculture -----	4 periods a week, 20 weeks----	1 unit
Preparatory Art* -----	4 periods a week, 10 weeks----	$\frac{1}{2}$ unit
Preparatory Music*-----	4 periods a week, 10 weeks----	$\frac{1}{2}$ unit
United States History*----	4 periods a week, 20 weeks----	1 unit
Civics* -----	4 periods a week, 20 weeks----	1 unit

\*Required of all who have not successfully completed this work in their high school course.

NOTE.—Description of school courses, Pages 18 to 28.

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## DESCRIPTION OF WORK IN TWO YEARS' COURSE.

### DEPARTMENT OF EDUCATION.

**History of Education:** *20 weeks; elective.*

A survey of the leading movements and thinkers in education, for the purpose of tracing the development of educational systems, principles, and problems, especially those that have helped to shape modern educational thought and practice. Library work and discussions. Text-book, Monroe's "History of Education."

*Mr. Meriam.*

**Educational Psychology: Junior B and A.** *30 weeks; required.*

A consideration of the human mind from the standpoint of modern study in physiological and experimental fields, with special attention to mental phenomena in process of growth. Emphasis is placed on those phases of psychology which are thought to be most immediately helpful for teachers. Text-books, Bett's "The Mind and Its Education," and James' "Talks on Psychology."

*Mr. Meriam.*

**Pedagogy: Junior B.** *10 weeks; required.*

Student habits and ideals.

Development by discussion and reference work of the principles of elementary education, with special reference to the fundamentals of good method.

*Mr. Ware.*

**Advanced Pedagogy: Junior A.** *10 weeks; elective.*

A consideration of some of the more important problems of teaching, such as: the use of text-books; methods of examination; the laggard; promotion and its problems; what the trained teacher should be; professional duties and ideals; the service of the common school to the community; the school and rural life.

*Mr. Ware.*

**School Administration: Junior A.** *10 weeks; required.*

Here will be considered principles of good class management; the development of effective habits of school administration and class-room routine; planning daily programs; the maintenance of discipline; the physical care of school children; reports and records.

*Mr. Camper.*

**Teaching: Senior B and A.** *40 weeks; required.*

In addition to observation in the Training School earlier in the course, students must teach in the Training School two periods per day throughout the Senior year, engaging, so far as possible, in all the activities contingent upon good school-keeping.

**Monitor Service.**

All student-teachers, according to their ability and their needs, are required to discharge various sorts of monitor service. This work may consist of chapel activities, playground supervision, direction of cafeteria, halls and cloak rooms, the keeping of registers, and other duties rich in training value for prospective teachers. The fitness of students for teaching will be determined in part by the spirit and efficiency with which these duties are discharged.

**DEPARTMENT OF ENGLISH.****Preparatory English Methods: Junior A.** *10 weeks; required.*

This course includes general methods of teaching in literature, grammar, reading, spelling, and composition.

*Mr. Powers, Mrs. McQuade, and Miss Jones.*

**English Seminar: Senior B or A.** *10 weeks; required.*

The course is intended to supplement the work of the Preparatory Methods and is given only to those who are at the same time teaching the English subject in the Training



School. It deals with the specific problems that rise out of actual class-room experience and includes the direction and correction of the work of the student-teachers.

*Mr. Powers, Mrs. McQuade, and Miss Jones.*

**Reading: Junior A.** *20 weeks; elective.*

Required of all who are found to need special voice training. Class and individual work for correct placing, increased flexibility, and pleasing quality of tone. Phonics, drills in articulation. Practical work in oral interpretation, narrative, descriptive and didactic reading, public speaking. Text used, "Foundations of Expression," by Curry. *Miss Jones.*

**Grammar Content and Method: Junior B.** *10 weeks; required.*

The aim of this course is to give the prospective teacher a thorough understanding of the work she is to accomplish in grammar, including a review of the fundamentals of English Grammar and the discussion of methods and means of grammar instruction in the grades. This course has been found a necessary preparation for successful class-room practice.

*Mrs. McQuade.*

**Theory and Practice of Library Work:** *10 weeks; elective.*

This course is of special value to teachers, who always have more or less to do with the selection and arrangement of libraries. It takes up the relative value of different reference books, discusses the worth of different types of supplementary material, and lays particular emphasis upon desirable pleasure reading for grammar school children. It comprises also an understanding of the best principles of library organization and abundant practice in library activities of various kinds. To be given every quarter. *Miss Dold.*

**DEPARTMENT OF MATHEMATICS.**

**Arithmetic and Preparatory Methods: Junior A.** *10 weeks; required.*

The purpose of this course is to prepare student-teachers in the most fundamental parts of the subject-matter of arithmetic and in the most essential features of method that they will need in teaching arithmetic in their Senior year. The bookkeeping of the elementary school is considered. Business forms and simple accounts are studied and worked out in class. The course of study forms the basis for a portion of the work in arithmetic methods. Instructions are given concerning observation and other matters pertaining to the work of getting ready to take charge of classes. The State Texts are given a careful study, and the student-teachers are required to be familiar with them in the closest detail.

*Dr. Stamper.*

**Arithmetic Seminar: Senior B or A.** *10 weeks; required with teaching.*

The main purpose of this seminar is to perfect a co-ordination between teaching practice and recommended methods. The student-teacher receives her directions in the seminar. Her teaching is inspected daily by the supervisor of arithmetic or assistant supervisor, and any comments on her work are made later in the seminar or through special conference.

Teachers are given work in arithmetic and methods beyond that required in the Junior A course. Class work in arithmetic consumes a good share of the time given to this course.

*Dr. Stamper.*

**DEPARTMENT OF HISTORY AND POLITICAL SCIENCE.**

**Economics: Junior A.** *10 weeks; elective.*

This course aims to give a brief outline of those principles of economics which are most often met with in practical every-

day life. It is designed to help the student to an understanding and appreciation of the underlying principles of present-day industrial movements, with special emphasis on problems of importance to rural communities. Carver's "Principles of Rural Economics," library references and lectures.

*Mr. Meriam.*

**School Law: Junior A.** *5 weeks; required.*

This course gives a comprehensive study of the organization of the school system, the powers and duties of the different educational officials, and especially the duties and privileges of teachers. Emphasis is laid on those things the teacher actually comes in contact with in school work.

*Supt. C. H. Camper.*

**Preparatory History Methods: Junior A.** *10 weeks; required.*

The aims of this course are: (1) to treat the educational value of history in order to see reasons for teaching history at all, and to see what it may accomplish in the scheme of education. It is necessary to know what results are expected before selecting the subject-matter and the methods of presenting it; (2) to get the spirit of history; (3) to get the principles of teaching history; (4) to get the principles of selection of history material for teaching; (5) to get specific methods of teaching history in the grades. Lectures and assigned readings.

*Dr. Miller.*

**History Methods: Senior B or A.** *10 weeks; required.*

All students when teaching history will be required to take Senior history methods. The work will deal with the immediate problems that arise in the work and such additional discussion of courses of study, class management, etc., as may seem called for at the time.

*Dr. Miller.*

## DEPARTMENT OF PHYSICAL SCIENCE.

**Preparatory Geography Methods: Junior A.** *10 weeks; required.*

The primary purpose of this course is to bring the student to a realization of the importance, scope, and sources of geographic information. The course of study is taken up and discussed so as to have a clear understanding of the reasons for each part, as well as the way in which the parts are linked together.

The State Series Geographies will be studied for the purpose of evaluating the different topics so that each may be given its proper emphasis and due allotment of time.

In this course and the one following, the attempt will be made to have each one become familiar with a number of the best supplementary books on the subject, so as to form a basis for the selection of such books for the school library.

*Mr. Studley.*

**Geography Seminar: Senior B or A.** *10 weeks; required.*

This course is to parallel the work of the student-teacher in the Training School. The time will be spent according to the needs of the class in conferences, readings, recitations, and lectures designed to give the student a grounding in the best methods of teaching geography in the public schools of the State.

To be taken by students teaching geography in the Training School under the direction of the Supervisor of Geography, to whom, through these classes, they will report for criticism on work accomplished and advice as to work to be done.

*Mr. Studley.*

**DEPARTMENT OF BIOLOGICAL SCIENCE.****Preparatory Science Methods: Junior A.** *10 weeks; required.*

With the garden as a unifying center, a study is made of the forces which are at work therein, both physical and biological in nature. Capillary action, composition of soil, and the like are studied by experimentation in the class-room and in the field. Birds, insects, and other animals are studied in their relation to the home or the school garden. The purpose of the course is to prepare student-teachers in subject-matter and method. *Mr. Stebbins.*

**Science Seminar: Senior B or A.** *10 weeks; required.*

In the seminar work student-teachers are taught to apply in the Training School the subject-matter and method obtained in the preceding course and in previous training.

A rather careful survey is made of the best methods in teaching nature study in elementary grades. *Mr. Stebbins.*

**Rural School Extension.** *20 weeks; elective.*

This course is planned to prepare students for rural school supervision and to emphasize the larger function of a school, that of direct service to the people.

Transportation to the schools visited is furnished by the Normal School.

The students of this class prepare and ship collections of minerals, seeds, shrubs, trees, bird skins, and the like to schools requesting them, and assist directly in working out practical problems in administration or instruction.

*Mr. Stebbins.*

## DEPARTMENT OF MANUAL ARTS.

**Preparatory Methods in Art: Junior A.** *10 weeks; required.*

Principles and methods of teaching Arts of Drawing, Construction, and Design. Each will be considered in detail, with suggestions as to the best Texts, practical devices, sources and preparation of materials, and lesson steps for both primary and grammar grades. This course is preparatory to teaching in Art classes in the Training School. *Miss Hetschel.*

**Art and Music Seminar: Senior B or A.** *10 weeks; required with teaching.*

Discussion of questions, methods and materials that arise in the classroom. Demonstration and instruction when necessary. Criticism and comparison of results. *Miss Hetschel.*

**Special Art.** *20 weeks; elective.*

Prerequisite: Art III and IV, or their equivalent. More advanced work in applied design. Drawing and painting from nature, etc. *Miss Hetschel.*

**Special Metal Work.** *20 weeks; elective.*

Prerequisite: Elementary Manual Training. Work in the flat and round in copper and brass, including work in surfacing, piercing, brazing, and enameling. Open only to those who are specializing in manual branches. *Miss Hetschel.*

**Special Manual Training.** *20 weeks; elective.*

Prerequisite: Art III or V, or their equivalent. Advanced work in mechanical drawing and design as applied to construction. Woodwork, including the principles of joinery. A study of the processes involved in the making of tools, also of finishing materials, their composition and uses in connection with school work. The course also includes development by

discussion and reference work of the leading movements and leaders in the Manual Training world for the purpose of developing the underlying educational principles which should guide the planning of a course suitable to rural as well as city school conditions.

This course is of a strictly professional nature and open only to those who wish to teach Manual Training. *Miss Ealand.*

#### DEPARTMENT OF DOMESTIC ECONOMY.

**Theory and Practice of Teaching Domestic Science.** *20 weeks; elective.*

This work may be taken only by those who have had preparatory domestic science. (See page 40.) It consists of actual teaching of grammar grade classes in cooking, conferences and seminars in method, instruction in planning and providing domestic science equipment, and lessons in ordering groceries and supplies. It places special emphasis upon successful planning and execution of lessons. *Miss Mundy.*

**Theory and Practice of Teaching Domestic Art, III:** *20 weeks; elective.*

This work is only for those who have had the preparatory work in domestic art. (See page 40.) It consists of actual teaching of grammar grade sewing under supervision, with frequent periods for seminars in method. From it the student-teacher should be able to learn how to organize, equip, and teach skillfully a practical grammar grade course in sewing.

*Miss Ealand.*

#### DEPARTMENT OF MUSIC.

**Preparatory Methods in Music: Junior A.** *10 weeks; required.*

This course reviews the entire subject of Music with reference to educational principles involved at all points.



Melody, through imitation and original construction; written and read; pointed upon vertical scale and staff.

Rhythm, through movement, poetry, motion songs; recognize measure, stress, duration; read and write these same facts.

Harmony, recognized from piano; three primary harmonies, dominant seventh chord; these studied in trias and quartette.

All material such as is usable in public schools.

*Miss Lennon.*

**Music and Art Methods: Senior B or A.** *10 weeks; required with teaching.*

Discussion of all questions arising from class room practice; chorus or mass singing; emotional tone, blend, balance; children's voices, vocal exercises, discussion of texts, material, and methods.

General class room practice. Individual demonstration of all points and teaching of classmates to be expected at any time.

*Miss Lennon.*

**Special Music.** *20 weeks; elective.*

Prerequisites: Ability to play the piano accompaniment to choruses of medium difficulty. Text book, Shepherd's "Harmony Simplified." Four-part exercises in open and close harmony, transpositions, ear training. Study of standard compositions (instrumental and four-part chorus) for application of harmony and related keys.

*Miss Lennon.*

### **Chorus Work.**

All students are required, during the time of their attendance at this school, to be present and take part in chapel chorus drill and training. At the present time one period a week is set aside for this work.

*Miss Lennon.*

**DEPARTMENT OF PHYSICAL EDUCATION.**

The professional work in this department is designed to provide a training course for teachers. It includes training and practice in the proper conduct of gymnastic exercises, playground activities, and health and development work in the public schools. All students are *required* to take this work unless excused by the director.

**Physical Education: Teachers' Course.** *Four terms, one period per week required as follows:*

*Junior B Class:* Practical talks on organization, equipment, and supervision of school playgrounds, school room gymnastics, games and folk plays for grades I and II. *L. H. Kaull.*

*Junior A Class:* School room gymnastics, games and folk plays for grades III-VIII. *L. H. Kaull.*

*Senior B Class:* Health of the teacher, the physical care of children in the school room and on the playground. The course includes talks on First Aid, the treatment of bruises, cuts, strains, sprains, dislocations, and fractures, with practice in the application of bandages. *L. H. Kaull.*

*Senior A Class:* Practical work on the playground and in the gymnasium with Training School classes. *L. H. Kaull.*

## UNIVERSITY CREDITS AND THE HIGH SCHOOL CREDENTIAL.

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Attention is called to the fact that arrangements are now complete whereby advanced credit will be given to the specially recommended graduates of any one of the State Normal Schools. When conditions have been complied with, Normal graduates may be admitted to the University with advanced credit in the amount of from 32 to 48 units. The maximum credit (48 units) will be allowed when the applicant can, in one semester's work at the University, complete the requirements for the Junior Certificate.

Graduates of this school with proper prerequisites who desire to secure the high school credential entitling them to teach in any high school in California may do so without disadvantage. The University will allow them two years of advanced standing (one and one half undergraduate, and one half post-graduate) on the five-year course that leads to the credential.

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## POST-GRADUATE WORK.

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The library, apparatus, and faculty of the school will be at the service of those graduates of the school, or of others who are teachers in the State, who wish to do special graduate work, in so far as such work does not conflict with the regular conduct of the school. It very often happens that many who teach for a part of the year find themselves free for further study and could do work in the laboratories or reading in the library while the school is still in session. This special work, whether in laboratories, library, or classes, can be planned and directed

by members of the faculty in such a way as to be of great benefit to those who wish to undertake it. Graduates are invited to correspond with members of the faculty whenever they find themselves in need of such information or assistance as the faculty can give. Graduates doing special post-graduate work in the Training School, of a high degree of excellence, will receive from the faculty a special certificate of "Honorable Mention."

### **SPECIAL COURSES.**

Those who are graduates of this, or of other accredited normal schools, will be admitted to take special work in Art, Music, Agriculture, Domestic Science, Manual Training, Physical Education, or any other subject in which the institution is prepared to give special instruction. This special work, when carried to the proper point, will give to those who undertake it, qualifications enabling them to direct such work as special teachers. These qualifications will be certified by a special credential to that effect. Special training of this sort is always planned upon a basis of individual needs and requirements. Anyone who desires to undertake it may arrange the details of the course by correspondence or interview.

### **HIGH SCHOOL CERTIFICATION.**

Under the rule of the State Board, as well as by special arrangement with the University, it is now practicable for the State Normal School at Chico to train high school teachers. Only those who hold a bachelor's degree, or its equivalent, from some recognized university or college, are qualified to undertake this work.

The following departments are ready to assume the preparation of high school teachers at the present time: History and Political Science, English, Mathematics, and Physical Science.

The State Normal School at Chico is especially fortunate in its equipment for the preparation of high school teachers in that it includes a preparatory department embracing all high school grades and the standard high school subjects in which teachers in training may secure practice teaching in "a well-equipped school of secondary grade" under immediate supervision.

The year's work for the high school credential consists of the following general lines of work:

1. Assigned readings, reports, and discussions relating to the fundamental principles of elementary and secondary education.

2. Research work, conferences, and discussions concerning the content of the subjects which the candidate expects to teach for the purpose of secondary education.

3. Readings, and reports on the function and worth of secondary education, and the value of the special subjects that the candidate expects to teach in the general plan of American education.

4. Teaching at least two secondary classes per day for one half a year under supervision, together with preparation of detail, lesson plans, and outlines.

5. A consideration of the problems of high school administration.

6. Such additional work as the special needs of the individual candidate may require.

## INDUSTRIAL HIGH SCHOOL AND NORMAL PREPARATORY COURSE.

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In the place of its vanishing three-year preparatory course the Normal School now offers the following four-year industrial preparatory course:

YEAR I.	YEAR II.	YEAR III.	YEAR IV.
<i>First Term.</i>	<i>Third Term.</i>	<i>Fifth Term.</i>	<i>Seventh Term.</i>
English.	English.	English.	English.
Industrial Art.	Ancient History.	Modern History.	U. S. History and
Algebra.	Geometry.	Music.	Civics.
Elementary Agri- culture.	Art.	Chemistry.	Physics.
			Hygiene and Health.
<i>Second Term.</i>	<i>Fourth Term.</i>	<i>Sixth Term.</i>	<i>Eighth Term.</i>
English.	English.	English.	English.
Music.	Roman and Me- diaeval History.	English History.	U. S. History and
Algebra.	Geometry.	Physical Geog- raphy.	Civics.
Agriculture (for boys).	Art.	Manual Training	Physics.
Domestic Art (for girls).		(for boys).	Arithmetic and Bookkeeping.
		Domestic Science (for girls).	

The above course has in mind especially a good preparatory course for those who are to become teachers, with special reference to present industrial needs in education.

### DEPARTMENT OF ENGLISH.

The aim of the work in this department is twofold; first, to develop a genuine appreciation for literature, and, second, to make habitual the correct use of plain written English.

Throughout the four years of work, three days of each week are given to the study of literature. The subjects included in this course have been selected for the purpose of stimulating real appreciation of good poetry and prose. The work of each

term has been graded with regard to the maturity of appreciation that it demands of the student. In each course the student will find subject-matter representing the important literary forms, both poetry and prose,—the novel, the short poem, the drama, the essay, and the short story.

The composition course is not designed to teach a complex and unapplied body of rules, nor does it attempt to develop “fine writing;” but at all times it strives to develop in the student the constant and habitual use of correct written English. This correct use of written English, while not commonly attained, is of the utmost value to every one and especially to the teacher. By making it the direct and principal end of the work in composition, satisfactory results are attained.

**English: First Term.** *20 weeks.*

Literature. Grammatical form.

*Miss Jones.*

**English: Second Term.** *20 weeks.*

Literature. Narration emphasized in Composition.

*Miss Jones.*

**English: Third Term.** *20 weeks.*

Literature. Composition: Narration emphasized, description begun.

*Miss Davis.*

**English: Fourth Term.** *20 weeks.*

Literature. Composition: Description emphasized.

*Mr. Powers.*

**English: Fifth Term.** *20 weeks.*

Literature. Composition: Exposition emphasized.

*Mr. Powers.*

**English: Sixth Term.** *20 weeks.*

Literature. Composition: Argumentation emphasized.

*Mr. Powers.*



## DEPARTMENT OF MATHEMATICS.

**Algebra: First Term.** 20 weeks.

Emphasis is laid on mechanical expertness and the effectiveness of algebra as a tool for solving equations. *Miss Davis.*

**Algebra: Second Term.** 20 weeks.

While emphasis is laid on the logical work in algebra, the application of the subject is kept constantly in mind.

*Miss Davis.*

**Geometry: Third Term.** 20 weeks.

(Geometry, Fifth Term of the three years' preparatory course.)

Plane geometry begun. Original work is emphasized from the first. The practical side of geometry is kept constantly in mind. Simple work in trigonometry is introduced in connection with similar triangles. Students keep a notebook of geometric constructions and designs.

*Miss Davis.*

**Geometry: Fourth Term.** 20 weeks.

Plane geometry completed. Special emphasis on the applications of geometry. Originals. Drawings and designs.

*Dr. Stamper.*

**Arithmetic: Eighth Term.** 10 weeks.

A review of the fundamental operations. Special emphasis on the mechanics of common and decimal fractions and percentage. Solution and explanations of problems.

*Dr. Stamper and Miss Davis.*

**Electives:**

Students desiring further work in mathematics may elect from solid and spherical geometry, trigonometry, trigonometry with surveying, and advanced algebra.

*Dr. Stamper and Miss Davis.*

## DEPARTMENT OF HISTORY.

**Ancient History: Third Term.** *20 weeks.*

Egyptian and Asiatic history studied far enough to make clear the beginnings of Greek and Roman history. Stress is put upon the Greek life and development with reference to permanent contributions to civilization. Texts: Myers' "Revised Ancient History," Leadbetter's "Outlines," and library references.

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**Roman and Mediæval History: Fourth Term.** *20 weeks.*

Roman history traced from the beginnings to the time when Rome was overrun by the northern barbarians. Emphasis is put on the Roman institutions, and their influence on civilization. The conflicts between the various elements that went to make up mediæval life, the origin, development and decay of mediæval institutions, the formation of nations and languages, the expansion of Europe, intellectually and geographically, are all considered with reference to permanent contributions to modern civilization, and in such a way as to make clear present-day life. Myers' "Ancient History," and Harding's "Essentials of Mediæval History," with library references.

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**Modern History: Fifth Term.** *20 weeks.*

This course is a continuation of the preceding, with an increasing emphasis on those institutions and ideals which have become a part of the present-day life. The work is designed to give not only a general outline of the history of the modern world, but some basis for the understanding of present and future world activities.

*Mr. Meriam.*

**English History: Sixth Term.** *20 weeks.*

The period before the Norman Conquest will be treated briefly, the chief study being devoted to mediæval and modern

England. Designed to set forth the growth of the English nation and people and the development of the idea of self-government, and to prepare for a more thorough understanding of American development and institutions. Cheney's "History of England," lectures on present English constitution.

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**United States History: Seventh Term.** *20 weeks; required of those who have not had the work.*

Aims to cover the main features of United States history by topics and library references. It will be high school history taught from the point of view of preparing to teach history.

*Dr. Miller.*

**Civics: Eighth Term.** *20 weeks; required of those who have not had High School Civics.*

This work includes a study of local institutions, the township and county of New England, the parish and county of the South, and the government of cities and states, including the constitution and government of California, and the government of the nation. It is not so much a study of constitutions as of the real government as it exists.

*Dr. Miller.*

#### DEPARTMENT OF PHYSICAL SCIENCE.

**Chemistry: Fifth Term.** *20 weeks.*

This course is designed as an introductory course to the systematic study of chemistry. It will, for the most part, deal with the more elementary parts of Inorganic Chemistry, and, if time permits, a brief introduction to the elementary parts of Organic Chemistry. As far as possible the work will be based upon the affairs of every-day life and some of the more important industrial processes. Recitations will be held as often as is deemed necessary to review and supplement the work carried on in the laboratory.

*Mr. Studley.*

**Geography: Sixth Term.** *20 weeks.*

This is a general course in physical geography, and will deal in particular with the surface of the earth, its changes, and the causes for such changes. Part of the time will be spent in studying topographic maps and models. This course is intended for those who have not had the subject in the high school. Prerequisite: Chemistry V.

*Mr. Studley.*

**Physics: Seventh Term.** *20 weeks.*

Laboratory exercises performed by the students, demonstrations by the instructor, and recitations to supplement and explain the laboratory work. The more elementary parts of the subject will be covered in this course, and practical applications made wherever possible. The attempt will be made to give such parts of the subject as will best fit the student to teach science in the public schools. Prerequisites: Algebra I and II, Geometry III and IV, and Chemistry V.

*Mr. Crockett.*

**Physics: Eighth Term.** *20 weeks.*

A continuation of Course VII dealing with the more advanced parts of the subject and designed to give the student a better insight into the principles of the science. Prerequisite: Physics VII.

*Mr. Crockett.*

**DEPARTMENT OF BIOLOGICAL SCIENCE.****Elementary Agriculture: First Term.** *20 weeks.*

In this course are given those elementary facts of chemistry and physics which are necessary to a fair understanding of plant and animal life. All points in the work are carefully brought out by experiment, and the students are trained in the scientific method of thought. The course embraces work on the school farm and in the greenhouse, garden, and laboratory, also a limited amount of field work in economic zoology.

The lecture method is used, together with a limited amount of printed matter. A beginning is made in the study of plant physiology so that the practical work of plant propagation may be better understood and its success assured. A brief study of the soils is made, especial emphasis being laid on texture and control of soil moisture. *Mr. Crockett.*

**Advanced Agriculture: Second Term.** *20 weeks.*

This course is a continuation of the work begun in the preceding term, but more work in actual farm practice is required. Only boys are eligible to the course, the girls taking domestic science instead. The field work includes actual experience in farm operations, such as preparing the seed bed, seeding, tillage, irrigation, truck-farming, spraying, orcharding, use and care of farm implements, and harvesting and care of farm crops. The work in the class room embraces a series of experiments paralleling, so far as possible, the field work, also lectures on such topics as plant and animal breeding, feeding, housing and care of animals, fertilizers, crop rotation, legumes and their relation to the nitrogen content of soils, dairying, and co-operative breeding, marketing, and dairying organizations. Students are familiarized with agricultural literature. The constant aim in this course is the practical rather than the theoretical. Prerequisite: Elementary Agriculture.

*Mr. Crockett.*

**Health and Hygiene: Seventh Term.** *20 weeks; elective in other terms.*

The purpose of this course primarily is to teach students to live more hygienically. By means of a health score card a great deal of emphasis is laid on each day's living. Students are not graded so much on what they know about hygiene as on how they practice hygiene.

A careful survey is made of sanitary types, such as, a dairy, a butcher shop, a bakery, a home, a city, a school. Score cards

are compiled and used as a basis for study on tours of inspection.

Considerable attention is given to school hygiene. The students learn by actual contact with children how to discover the defective child and how best to care for the same.

*Mr. Stebbins.*

## DEPARTMENT OF MANUAL ARTS.

**Industrial Art: First Term.** *20 weeks.*

Elementary course in drawing and handiwork. The course consists of constructional drawing, paper folding and cutting, cardboard construction, basket weaving, clay modeling, and beginning woodwork. (Work to be correlated with Mathematics, Science, etc.)

*Miss Beatty.*

**Art: Third Term.** *20 weeks.*

Freehand drawing. Perspective. Light and Shade. Principles of Design. The Study of Color; its application to design and painting from nature.

*Miss Hetschel.*

**Art: Fourth Term.** *20 weeks.*

Composition. Art appreciation and history. A study of the great art principles in famous pictures. The application of the principles of composition to landscape and figure drawing. Drawing and painting from life.

*Miss Hetschel.*

**Art: Sixth Term.** *20 weeks.*

Manual Training. This course is designed to give a general knowledge of woods and a reasonable degree of skill in the use of woodworking tools. It includes mechanical and freehand drawing in their application to constructive and decorative design, methods of teaching, a study of equipment, its cost and care, and outlines a practical, well-graded course which may be applied to grammar school work.

*Miss Ealand.*



**DEPARTMENT OF DOMESTIC ECONOMY.**

**Domestic Art, Sewing, I: Second Term.** *20 weeks.* (Girls only.)

This course is required of all Second Term girls, but may be elected by advanced students who have time for it. It is intended as a preparatory course for teaching the subject. The work of this course ranges from simple to complex, including hand and machine work, drafting of patterns, and the cutting and making of garments. This work must be followed by actual experience in the teaching of sewing (see Theory and Practice of Teaching Domestic Art III, page 26), but wherever possible should be followed by Domestic Art II.

*Miss Ealand and Miss Mundy.*

**Domestic Art, II.** *10 weeks; elective.*

Prerequisite: Domestic Art I. May be elected by advanced students. Is especially recommended for those desiring to teach sewing. (Domestic Art III).

Study of fibers and common fabrics as to durability, color, cost and selection of materials for class use with regard to purpose, quality and design. Selection of design for making garments with regard to purpose, suitability, form and size of individual, cutting, fitting, and making of garments. Care of clothing—laundering, pressing, brushing, and mending. Cost and selection of clothing with regard to suitability and to the total cost of living and income. Household management—accounts, planning and buying household supplies and furnishings.

*Miss Mundy.*

**Domestic Science: Sixth Term.** *10 weeks.* (Girls only.)

This work is required of all Sixth Term girls in the new Industrial and Normal Preparatory Course. It is especially recommended as an elective for the present Sixth Term and Junior B students.

In this course instruction is given in plain cooking, serving of foods, dietetic values, home sanitation, and the art of good

housekeeping. It should be followed by the teachers' course in Theory and Practice of Teaching Domestic Science. (See page 26.

*Miss Mundy.*

### DEPARTMENT OF MUSIC.

**Music: Second Term.** *20 weeks.*

The general plan is to develop musical consciousness through the individual voice, by means of the song method. Breathing exercises, vocal exercises to vowels and rhythmic drill for development of personal power. Singing of many primary school songs. Much use of the syllables as a device for measuring musical distance or intervals. Difference in keys and all the major scales. Study of all the triads found in major scale. All the intervals, major and minor. Sight reading, and round and duets.

*Miss Lennon.*

**Music: Fifth Term.** *20 weeks.*

Major keys reviewed, minor scales studied for first time. Related keys. Chromatic tones: flat seven and sharp four. Writing of rhythms and tunes from hearing only. Continued vocal practice, and singing of duets and trios suitable for later school use.

*Miss Lennon.*

### PHYSICAL EDUCATION DEPARTMENT.

The physical exercise designed for the benefit of Normal students themselves is required of all young women in the Industrial High School and Preparatory Course.

**Physical Education: Preparatory Course.** *First, Second, Third, and Fourth Terms. Two periods per week.*

Swedish educational gymnastics, indoor and outdoor games and folk plays. Special attention is given to posture and carriage of the body. Floor talks on personal hygiene are given.

*L. H. Kaull and Student-Teachers.*

## TRAINING SCHOOL.

---

The Training School is open to the children of Chico and vicinity, or to any who wish to make special preparation for the Normal Courses.

The Training School maintains an excellent and progressive course of study. Children who attend enjoy unusual advantages, as, in addition to being under the care of superior teachers, the library, museum, gymnasium, lecture-room equipped with lantern and slides and moving picture machine for illustrative work, and apparatus of the entire institution are placed at their service. The subject-matter of the Course of Study contains much material never offered in the grades of the ordinary public schools, and is the result of careful selection in consultation with the specialists of the entire faculty. The curriculum contains no fads. To read, write, and speak good English, and to perform the necessary arithmetical operations in every-day business life are recognized as the fundamentals of a practical education, and as such receive first consideration.

Throughout the entire course, practical industrial training is emphasized. The prominent features of this work are: The farm, where every child has a plot of ground for his own planting, one period of the day being devoted to garden work; the shop, where all boys, and girls who desire to work, above the fourth grade are given practical instruction in Manual Training; the sewing-room and the kitchen, where the girls of the seventh and eighth grades are taught to care for their own wardrobes, make simple garments, and to cook healthful foods; the printing office, where upper class boys get experience in type-setting, job printing, and in managing and editing various school publications; the bank, which offers a practical training in the financial management of school enterprises and business transactions.

The cultural subjects are not neglected. These include courses in literature, art, and music, that aim to inspire a love for good books and an appreciation of good pictures and good music. The Training School Band of fifteen pieces is a feature of all school festivals.

A well-equipped playground, that the pupils have equipped mainly by their own efforts, affords opportunity for that healthful supervised play which makes for good citizenship.

Besides regular classes in all subjects conducted in the Training School by the student-teachers, special classes are maintained in Cooking, Sewing, and Manual Training for all students in the seventh and eighth grades of the Chico Public Schools. These children come to the Normal School twice a week for this work. This makes it possible to provide practice teaching in these special lines for all student-teachers who are qualified to secure this experience.

The object of all this is twofold: To provide the foundations of a liberal education for the pupils, and to provide a liberal training along all lines of professional experience for the student-teachers. Under competent supervisors these student-teachers are taught to teach all the elementary school branches. To the end that student-teachers may be well fitted for the actual realities of their own schoolrooms, they are given entire charge of classrooms. They work with classes in the school gardens; plan and take charge of school activities, functions, and entertainments; spend an average of an hour a day supervising playground games or conducting gym classes; take charge of illustrative lectures for geography and history classes; conduct the school library. Along these many lines of service, under guidance of close supervision, they are thus given opportunities for proficiency in school management. It is, indeed, the aim of the institution to find the culminating expression of its ideals in the work of the Training School; to this end the institution as a whole bends its energies.

## MODEL RURAL SCHOOLS.

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For a long time it has been a source of regret to those interested in the work of normal schools that there seems to be no practical way of training student-teachers in actual contact with the problems of rural schools. This need is particularly apparent in a school such as the Chico Normal, which is located in a section of the state where rural conditions predominate and rural education is the prevailing type.

Most of the graduates of this Normal School teach for a number of years in a country school and practically all of them have need to be familiar at some time or other with its special problems. Some of these problems cannot well be presented in a graded training school of the city type. It is extremely difficult also to establish a rural school as part of the training equipment of a city normal school, and practically impossible to provide in such an ungraded class, if it be established, conditions approximating the actual conditions of the rural school.

By far, the best plant for training rural school teachers is a well-conducted rural school. With this principle before it, the State Normal School at Chico has brought into affiliation with itself two well-conducted rural schools of the better type. These are situated within a few miles of the Normal School, and each is in charge of a Model Rural School Teacher. The teacher is not only an officer of the district, but also a member of the Faculty of the Normal School. Each day she receives from the Normal School two Senior student-teachers and assigns them such duties as may prove of most worth to the school and its children, as well as to the student-teachers themselves.

In this way a practical insight is given into the peculiar

problems of rural school administration such as the management of many sections, the planning of a program, the preparation of seat work, the use of the blackboard, the administration of the school ground, the method of assignment, and other like problems encountered in special form in the ungraded school.

The advantages of this arrangement to the rural school itself are especially noteworthy. It means that the teacher is given two assistants who work with her attending to individual needs of children and managing sections at seat work; or otherwise caring for the needs that must, without them, go more or less unregarded.

---

## NORMAL EXTENSION WORK.

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The State Normal School at Chico undertakes, in so far as it may, the work of extending its services to teachers, superintendents, and boards of education.

There has been in the past, and will be hereafter to an increasing degree, two forms of extension service required of this school. In the first place, teachers and school officers may write concerning problems of the course of study, methods of teaching, devices and aids in instruction, administrative helps or hints, plans for parent-teachers' clubs, and the wider social service of the school. All of these have already been worked out in actual co-operative practice to a greater or less degree.

The second and more intensive form of extension work that the Normal School undertakes concerns itself directly with the schools, and particularly with the rural schools that lie within easy visiting distance. Most of these schools are taught

by graduates of the Chico Normal. To these schools, their patrons, trustees, and teachers, this school offers its friendly hand in any educational enterprise in which it can assist.

There are many ways in which this school may be helpful. Sometimes advice and suggestions are sought in the purchase of library books. At any time neighboring teachers may borrow books from the Normal School Library for temporary use in their own work. Specimens, pictures, and various materials for instruction may be secured in the same way and for the same purposes, provided they be returned in good condition.

The new and special lines of education such as Physical Training, School Gardening, Manual Training, and Domestic Economy have already taken their places in the best city schools and are gradually winning their way into progressive rural communities. When desired, this Normal School may be able to assist the teachers in the introduction of this work and in its successful direction.

Plans for the beautifying and improvement of school buildings or grounds and suggestions and assistance in the execution of such plans will be furnished to all who ask for them.

Frequently it will be possible for members of the Faculty of the Chico Normal to visit schools within easy traveling distance upon the invitation of their teachers. In this way it is sometimes possible to start school gardening, tree planting, manual training, sewing, or to give helpful suggestions in playground activities, or even in the work of the standard subjects of the curriculum.

Through the helpfulness of the United States Plant Introduction Garden at Chico it is possible for this school to provide trees and shrubs, upon due notice, for all district schools that will appreciate them and promise to take care of them. The Normal School has started a tree and shrub nursery of its own, so that it may be able to assist rural school districts in the



improvement of their grounds not only with suggestions, but with living plants and help in setting them out.

Our student-teachers in training are indirectly benefited by this intimate and friendly relationship that exists between this school and its departments on the one hand, and the rural schools of the neighborhood and their needs on the other. Such a relationship must of necessity make our work more practical and focus it more definitely upon real problems and activities. Thus the preparation of the student-teachers in training can not fail to be improved.

But it should accomplish much more than this. Wisely extended and used at all times for the benefit of the teachers and schools that it touches, it will give opportunity to our student-teachers themselves for actual insight into the rural school situations and occasionally even for actual co-operative assistance and classroom experience in training in the rural schools that lie about us.

One of the most interesting and important forms of extension work that has been started and will be continued by this school is the encouragement and development of parent-teachers' associations, literary societies, and like clubs and organizations that seek to center in the rural school a portion of the social life of the people who live around it, especially including the adults. It is generally possible for such associations already established to secure the assistance of members of the Faculty of the Normal School in musical, or literary programs. An excellent stereopticon and a large number of slides will be used and illustrated talks given without cost whenever it is possible to make arrangements for them. Help will be freely given to any teacher or district that asks for assistance in organizing the people of the neighborhood into clubs, societies, or associations with headquarters in the local school.

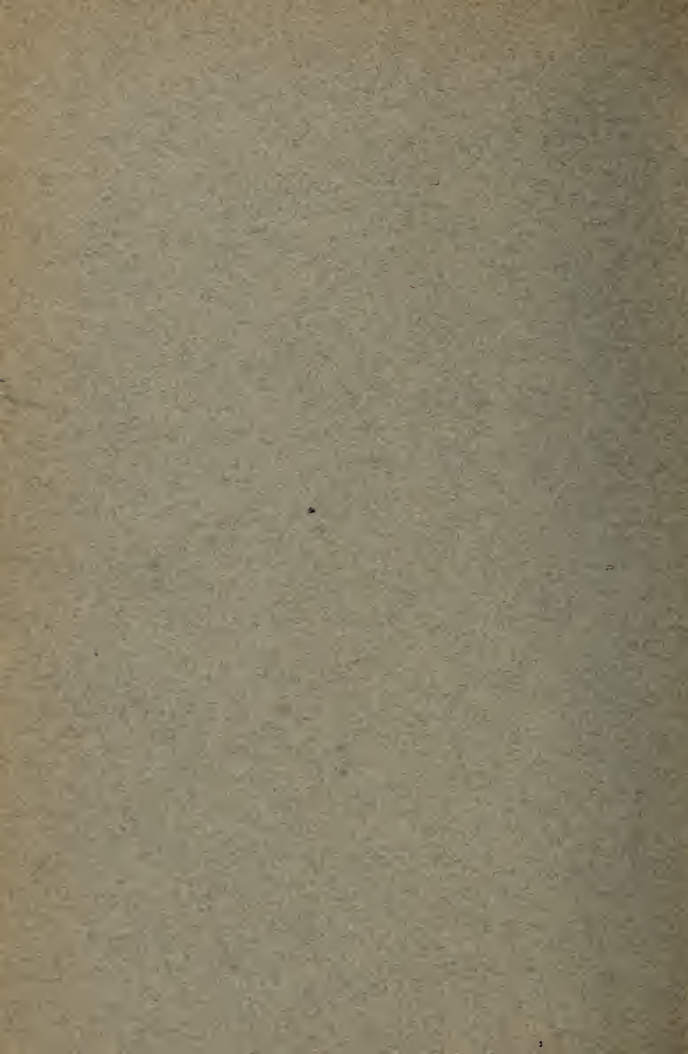
With these affiliated rural schools as a nucleus, the Normal School has undertaken and is now maintaining a Rural School

Lyceum Course. This course employs freely the musical and literary talent of the student-teachers of the school and also draws upon the members of the Faculty for lectures, literary interpretations, and musical numbers. The stereopticon, moving picture machine, and graphophone add materially to the interest and value of the work.

The purpose of this Lyceum work is to assist the rural schools in developing an independent social life of their own. Their wider service as a center for the recreation and inspiration of the people of the countryside is furthered through these meetings. By them the rural school plays a new part in directing the leisure pursuits of its people as well as in educating along lines of world interest and common culture those long since out of school. At the same time, the Normal School, by means of its activity in this work, keeps its own ideals close to the common needs of the world.

The only cost at any time to the districts that desire extension service from this Normal School will be the actual cost of transportation of the materials or individuals required by the work. In case the school that requests co-operative assistance lies within traveling distance by horse and buggy, there will be no charge for transportation, since the Normal School has such transportation at its disposal.







UNIVERSITY OF ILLINOIS  
26 SEP 1914  
CALIFORNIA

# STATE NORMAL SCHOOL

CHICO

1914-1915



CALIFORNIA  
STATE PRINTING OFFICE  
1914

# STATE NORMAL SCHOOL, CHICO, CALIFORNIA.

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## PUBLICATIONS.

### BULLETINS.

**Bulletin No. 1. SCHOOL GARDENS FOR CALIFORNIA SCHOOLS.**

A manual and teacher's guide in the making of school gardens, especially designed to meet the conditions of California schools. Illustrated, 80 pages, *30 cents postpaid*. B. M. Davis, Chico State Normal School.

**Bulletin No. 4. LESSON PLANS IN ARITHMETIC.**

A series of lesson plans on notation and numeration, subtraction, division of common fractions, division of decimals, mensuration of the rectangle, surveying heights, and cash account. 17 pages, *10 cents postpaid*. A. W. Stamper, Chico State Normal School.

**Bulletin No. 5. Part I, Map Geography.**

Part II, Journey Geography for Beginners.

96 pages, *30 cents postpaid*. C. K. Studley, Chico State Normal School.

**Bulletin No. 6. GEOGRAPHY COURSE OF STUDY (for use in the Fifth and Sixth grades).**

A series of lesson plans assisting the teacher in preparing and presenting an introductory course in Geography. It follows the California State Series introductory geography text and is designed to lighten the work of the teacher and at the same time bring out the true values of the subject. 82 pages, *25 cents postpaid*. C. K. Studley, Chico State Normal School.

**Bulletin No. 7. A SPELLING COURSE FOR ELEMENTARY SCHOOLS.**

A series of spelling lessons consisting of words in common written use. These words are introduced a few at a time and adequate reviews are systematically provided. The introduction sets forth some fundamental principles of spelling methods. 112 pages, *25 cents postpaid*. C. K. Studley and Allison Ware, Chico State Normal School.

**Outline Maps.**

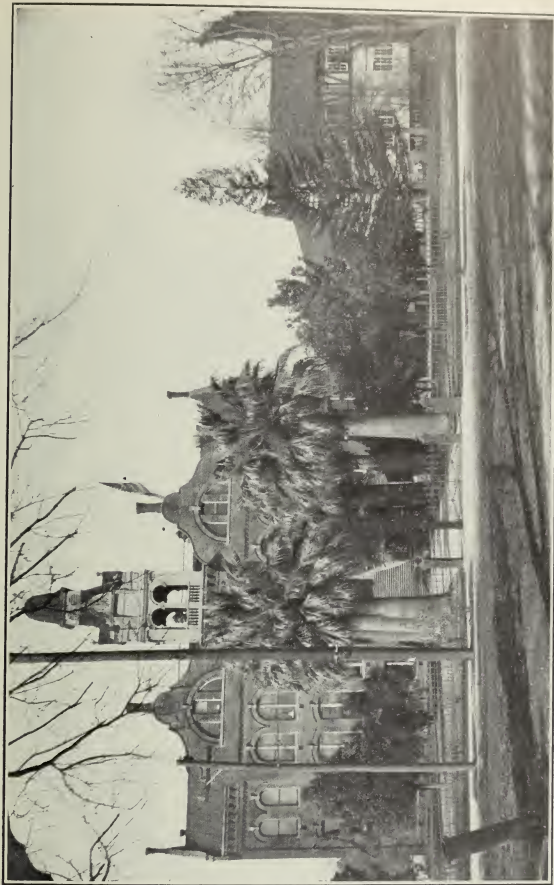
A series of nine maps designed for use in teaching Map Geography and to accompany Part I, Bulletin 5. These maps afford the basis for a valuable type of seat work and provide an unusually effective drill in the teaching of map geography. *Postpaid, per set of nine, 15 cents*. C. K. Studley, Chico State Normal School.

Address all orders and inquiries, and make all payments to the Bulletin Fund, State Normal School, Chico, California.









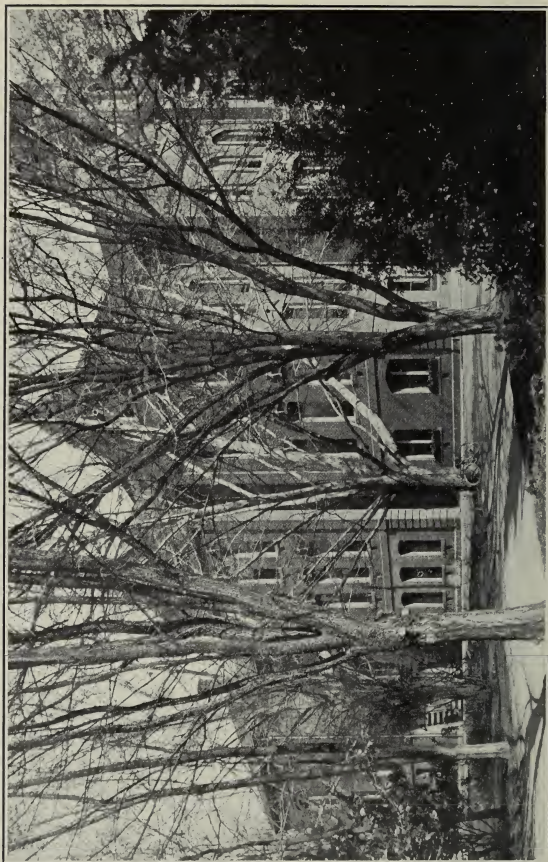
Chico State Normal and Training School.



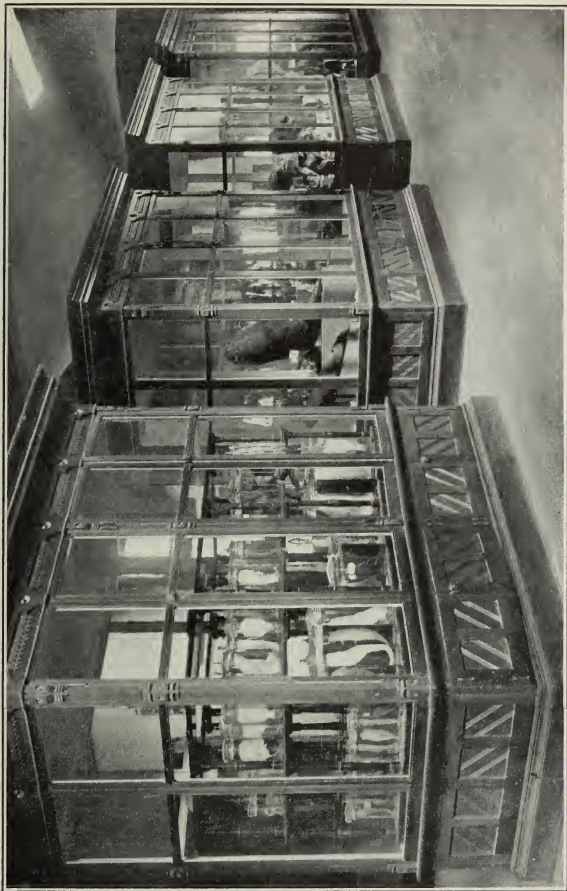
Gymnasium Work. Student Teacher in Charge.



Student Teachers in Charge of Manual Training Classes.



Main Building—West Side.

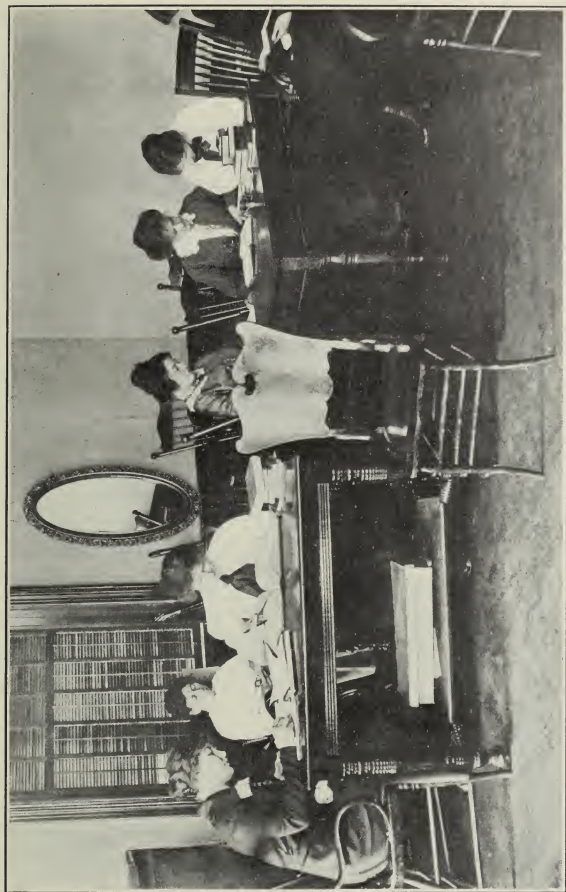


In the Museum.





The Library—A Study Room and Workshop.

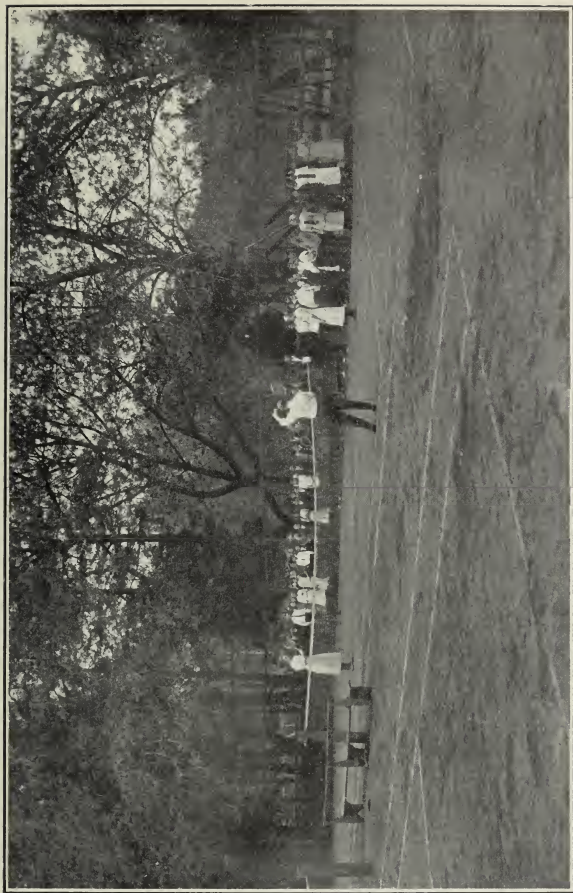


A Corner in the Preceptress' Office.

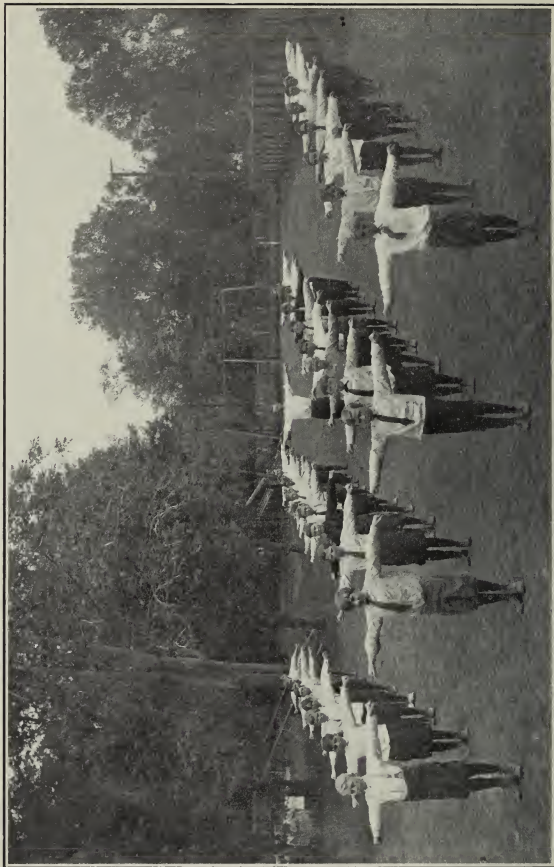


An Outdoor Gymnasium.





Tennis Courts—East Side.



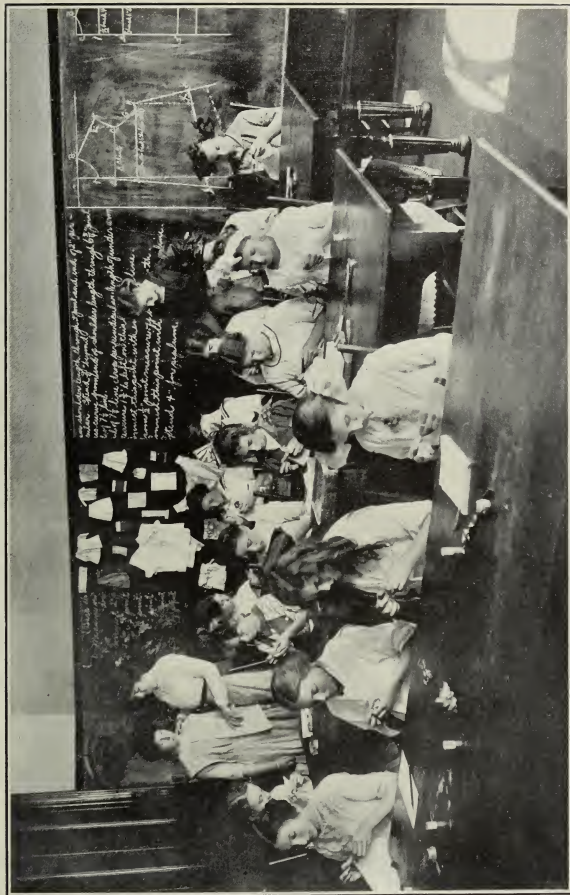
Physical Education. Training School Class in Charge of Student Teacher.



A Domestic Science Class.

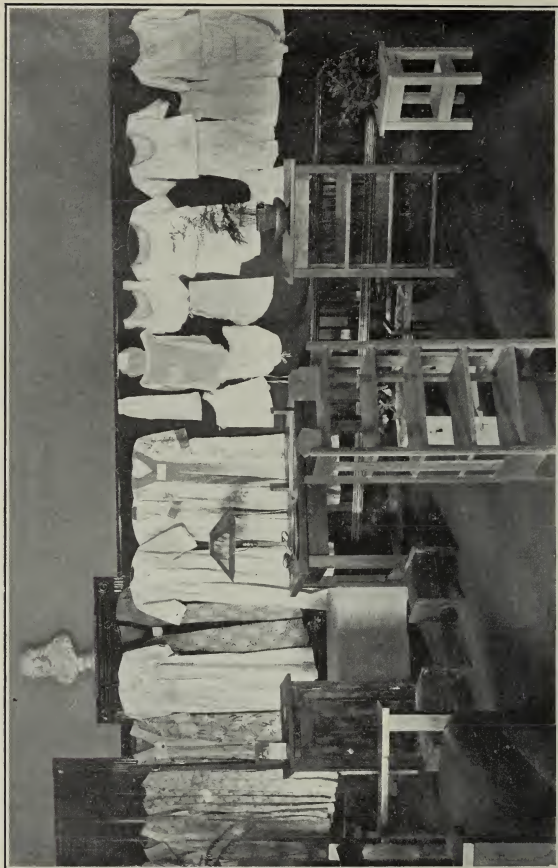


Cafeteria—Warm Lunches at Cost.

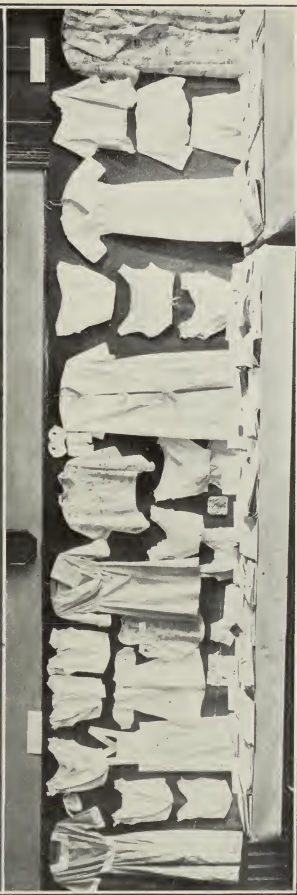
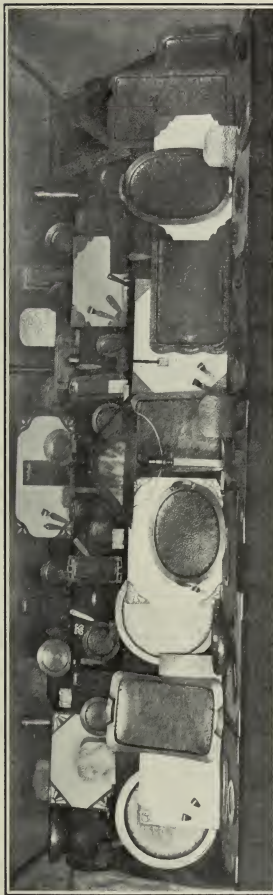


Domestic Art. Student Teachers in Charge of Sewing Classes.

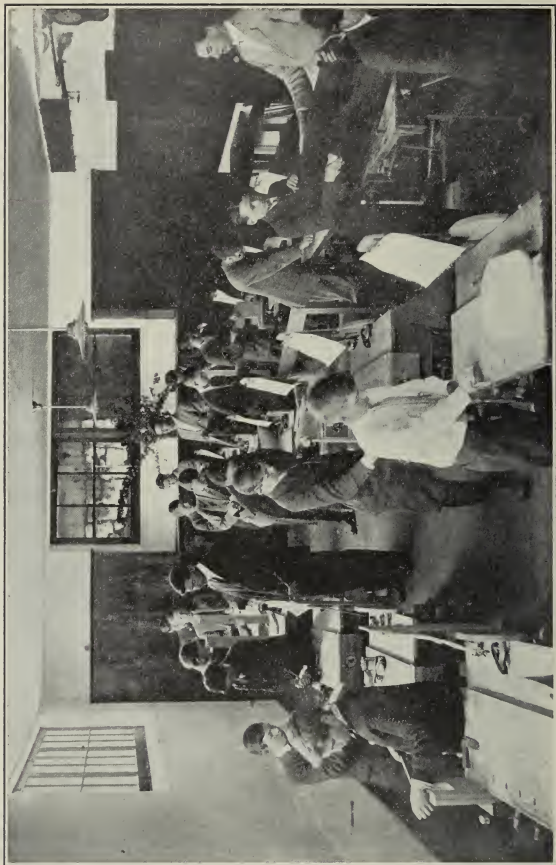




Manual Training and Domestic Art Exhibit.

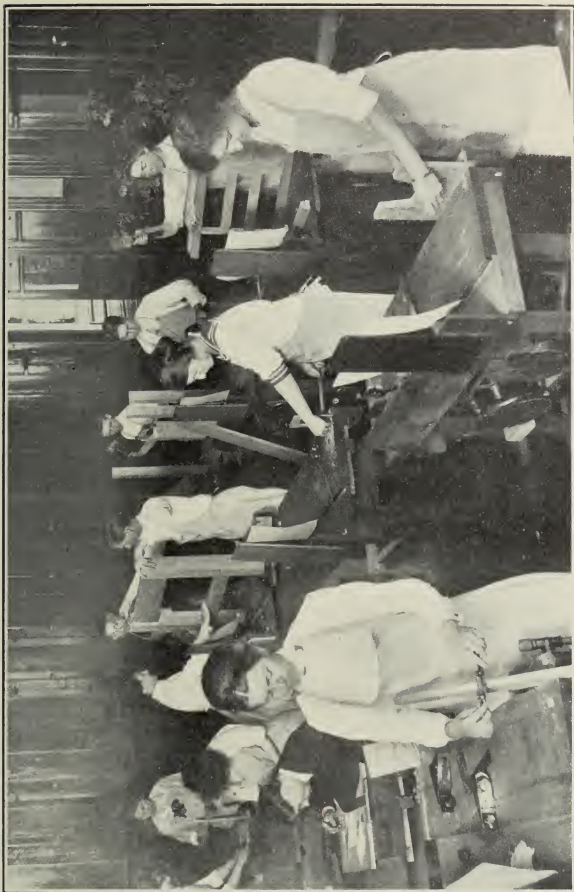


A. From the Metal Working Class. B. From the Domestic Art Classes.



The Training School. Taught by Student Teachers.





A Class of Student Teachers.



The Training School. Taught by Student Teachers.

Twenty-fifth Annual Announcement

of the

State Normal School at Chico

California

for the

School Year ending June 11, 1915

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CALIFORNIA  
STATE PRINTING OFFICE  
1914

# CONTENTS.

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	Page.
BOARD OF TRUSTEES AND OFFICERS OF THE BOARD-----	3
FACULTY -----	4
CALENDAR FOR 1914 AND 1915-----	5
GENERAL INFORMATION -----	6-10
GRADUATES IN RESPONSIBLE POSITIONS-----	11-12
APPOINTMENT SERVICE -----	13
REGULAR NORMAL COURSE—	
Conditions of Admission and Advanced Standing-----	14-15
Schedule of Studies-----	16-18
Description of Course in detail-----	19-29
UNIVERSITY CREDITS AND THE HIGH SCHOOL CREDENTIAL-----	30
POST-GRADUATE WORK -----	30-31
INDUSTRIAL HIGH SCHOOL AND NORMAL PREPARATORY COURSE---	32
DESCRIPTION OF PREPARATORY COURSE IN DETAIL-----	32-39
TRAINING SCHOOL -----	40-41
MODEL RURAL SCHOOLS-----	42-43
NORMAL EXTENSION WORK-----	44-46

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1914-15

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	<i>Supervisor of Model Rural School</i>

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PERRY R. REITER	<i>Assistant Janitor</i>
HENRY LOCEY	<i>Gardener</i>

## CALENDAR FOR 1914-1915.

### FIRST HALF.

Term opens: Entrance examinations, }  
admission on credentials, and regis- } -----Monday, August 31, 1914  
tration of old and new students---- }

First Term ends-----November 6, 1914

School closes, Christmas vacation---Friday afternoon, December 18, 1914

School reopens-----Monday, January 4, 1915

Second term ends-----Friday, January 22, 1915

### SECOND HALF.

Term opens: Entrance examinations, }  
and admission on credentials-----} -----Monday, January 25, 1915

Third term ends-----March 26, 1915

Spring vacation from Saturday, March 26 to-----Sunday, April 4, 1915

Fourth Term ends-----Friday, June 11, 1915

Alumni Day-----Friday afternoon, June 11, 1915

## GENERAL INFORMATION.

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There are many things which combine to render the State Normal School at Chico a desirable place in which to seek a higher education. The school is located in an environment which is healthful and beautiful and at the same time alive and progressive. The Normal building is situated a few rods from a mountain stream, near the center of a campus of eleven acres. The campus is ornamented with a magnificent growth of trees and flowers equaled by only a few of the properties owned by the State.

Around it lies the city of Chico, a rapidly growing educational and business center of northern California, with a population of about fourteen thousand. Chico has an electric street-car system, a sewer system, a handsome new Carnegie library building, situated one block from the Normal grounds, and several fine parks and new churches, and has recently made marked improvements in its streets and public buildings.

The churches and young people's religious societies of Chico give a hearty welcome to all students who wish to avail themselves of their privileges and benefits. The place offers a great deal of opportunity each year for good, wholesome, and cultivating entertainment.

Board and lodging in approved private families averages from twenty to twenty-five dollars per month. Suites of furnished rooms, in approved private families, may be rented by students who wish to keep house. By clubbing together, such students may reduce expenses to fourteen or fifteen dollars per month. Students who board themselves will be under special supervision, and any evident neglect on their part to provide properly for their wants will be reported to parents or guardians.



The State Normal building is a structure of thirty-six rooms. It is equipped with a modern heating and ventilating plant, chemical, physical, and biological laboratories, library, gymnasium, apparatus, and materials for thorough and efficient work in all departments. This building is now supplemented by a new training school building, especially equipped for industrial and manual training.

Among the features of the school worthy of particular mention as offering special advantages are the Museum, the Library, the Gymnasium, the Training School, and the Assembly Hall.

The Museum is a large, well lighted hall containing an unusually complete collection of specimens. Its contents serve for purposes of illustration in normal and elementary school class rooms.

The Library consists of over eighteen thousand volumes. Its magazine rack contains over fifty current periodicals. The collection of books has been very carefully made. Library privileges are extended fully to all students and to any others who make special application.

The Gymnasium is provided with shower baths, apparatus, and a running track, and is well warmed and ventilated. It is large enough for indoor basket ball. The physical training of the young men and women of the school centers about the Gymnasium, which is one of the busiest and most useful departments of the institution.

The heart of a modern normal school is, of course, that part of the institution in which student teachers develop and prove their fitness for actual class room duty. The Training School of the Chico Normal is a new and modern grammar school building containing eighteen class rooms. It is situated on the campus but a few steps from the main building, with which it is connected by a corridor. It is legally a part of the city school system of Chico and its standards are main-

tained upon the high plane that prevails in the grammar schools of that city. Each student is required to spend two periods per day throughout the Senior year actually directing and instructing classes in the Training School.

Besides the graded Training School upon the campus, several rural schools of standard type, within driving distance, are affiliated with the Normal. In these schools every student, before graduation, is given such experience as will enable him to familiarize himself with the peculiar problems of management and method that the ungraded rural school presents.

The Normal School offers to its students the uses of the large, well lighted and attractive Assembly Hall. This hall has a seating capacity of six hundred. Once every day the students of the school assemble in this room, and here are held all student-body meetings, literary and musical entertainments, and the lectures and lyceum features which are sprinkled throughout the school year.

#### **Tuition is Free.**

Students are required to provide themselves with ordinary student supplies and some of their text-books. More than half of the texts in use are furnished free from the school library. A co-operative Book Exchange is maintained, where students may exchange, buy, or sell second-hand text-books.

All students are required to deposit the sum of \$2.50 as a deposit fee and breakage fund. After deducting the cost of diploma and charges for loss or breakage, any balance that may remain will be returned to the students at the time they leave school.

All special students who do not plan to become teachers are required to pay, in addition to the deposit above mentioned, the sum of \$5.00 per half year as tuition.

**Student Activities.**

Various phases of school life have given rise to a number of activities, all of which have open membership lists. Athletics are managed by the Young Men's and Young Women's Athletic Associations; the Normal Record, a school magazine, is issued by an editorial staff and board of managers elected by the students. Intersociety debates are held, as well as contests with other normal school teams. The Young Women's Christian Association has a vigorous chapter. Each class has its separate organization, with officers elected each term. It has become customary for the classes to entertain one another twice a year. In addition, the students, as a whole, are organized under the name of The Associated Students of the Chico Normal, for the purpose of transacting business pertaining to general student affairs and of auditing the accounts of the minor organizations. They also maintain a steadily increasing loan fund for the use of students in need of such aid.

**Chapel Exercises.**

Three times each week the chapel period is devoted to exercises of a literary or musical character. The students and faculty of the school prepare and present these programs. Well known speakers or entertainers from without are sometimes secured. One period each week is devoted to a discussion by the students of current topics of world interest.

**Moving Picture Machine and Stereopticon.**

Projection apparatus takes a prominent place in the work of instruction, particularly in the subject of Geography. Student teachers are trained to use the stereopticon and moving picture machines in connection with their work, and this apparatus is used from time to time during chapel programs and on other occasions. It is especially useful in connection with the Normal School extension work in the outlying rural

schools. A special effort is made to bring lecturers, speakers, and entertainers of a high character before the students.

During the past year among others the following have appeared on the Assembly Hall platform: Dr. Edward O. Sisson, Commissioner of Education, Idaho; Hon. F. M. Rutherford, Trustee Chico Normal School, Truckee; J. C. Muerman, Rural Education Specialist, United States Bureau of Education; California Jubilee Quartette; J. Lowell Redfield, baritone recital; Miss May Bentley, lecturer; Dr. Robert A. Peers, Colfax; Dr. George Wharton James, author and lecturer; Mr. Louis Levy, lecturer, Panama Pacific Exposition Commission; Mrs. Minnie R. O'Neill, County Superintendent of Schools, Sacramento; Mrs. J. B. Hughes, Oroville; Miss Ida Reagan, County Librarian, Oroville; Colonel Bowen, United States Army, retired; Miss Marie Brehm.

### **The Advantage of Training.**

The demand for trained teachers is growing constantly. While a considerable percentage of those who obtain certificates upon examination remain unemployed, the graduates of the normal schools seldom fail to secure good positions, and their work is coming to be recognized more and more as generally superior to that of the untrained teachers with the same native ability. Graduates of the State Normal School at Chico are now employed in nearly every county of California and in all of its larger cities.

Under the laws of this State, all county and city superintendents and county and city boards of education recognize the diplomas of the State Normal Schools, and issue certificates thereon, which shall entitle the holders thereof to teach in any primary or grammar school.

The institution is open to all who can meet the requirements stated on pages 14 and 15, and who come prepared to enter an atmosphere of work with the spirit of earnest and aggressive

application. Only such will find normal training suited to their needs.

### Our Graduates at Work.

Over thirteen hundred teachers have been trained and set to work by the Chico Normal. Each year the demand becomes stronger for trained normal graduates. The men who enter and remain in the work make especially rapid progress toward the positions of greater responsibility.

The following incomplete list indicates some of the school positions of greater responsibility now held by our graduates:

Beatty, Earl	Superintendent of Schools, Roseville
Bennett, Ella	Principal, Chico Vecino School, Chico
Bickford, Tira	Instructor, Preston School of Industry
Brauer, Leslie	Principal, Lodi
Brazier, Irving	Principal, Tomales High School
Brown, Sam	Supervisor, S. N. S., San Francisco
Bruce, Charles	Manual Training, Berkeley
Bruce, Mildred	Domestic Economy, Palo Alto High School
Burch, Harry	Principal, Lincoln, Placer County
Camper, Charles A.	Superintendent of Schools, Chico, Butte County
Camper, Ralph	Principal, Williams, Cal.
Carden, Georgiana	Mathematician, Miss Ransom's School, Piedmont
Case, Arthur	Principal, Papaikou, Hawaiian Islands
Case, John R.	Agriculture and Athletics, Chico High School
Christian, Artie	Principal, Kirkwood, Cal.
Costar, Lloyd	Agriculture, Chico High School
Crockett, A. W.	Science Department, S. N. S., Chico
Cuddeback, Emery	District Superintendent, Mill Valley
Davis, C. A.	Principal, Stirling City
Dempsey, Fred	Principal, Tuscarora, Nevada
Dows, Annie	Principal, Cotati, Sonoma County
Drew, Leland	Principal, Orland, Glenn County
Elder, D. C.	Principal, Red Bluff, Tehama County
Ellington, W. B.	Principal, Biggs, Butte County
Farrington, Drucilla	Domestic Science and Art, Roseville, Placer County
Fish, Delia	Superintendent of Schools, Tehama County
Goe, Nelson	Manual Training and Music, San Rafael
Gostick, Charles	High School, Woodland, Yolo County
Griffin, Lucile	Music, Roseville, Placer County
Griffith, Elizabeth	Instructor, S. N. S., Chico, Butte County
Hayland, T. H.	Principal, Durham, Butte County
Hedge, John	Manual Training and Agriculture, Gridley High School
Hetschel, Clara	Supervisor of Art, S. N. S., Chico, Butte County
Hoffman, Freedom	Supervisor, S. N. S., San Francisco

Hudspeth, Ernest	Principal, Oakland
Hughes, Winfield S.	Principal Schools, Kuna, Idaho
Johnston, Edna	Music, Chico Public Schools
Jones, Aimee	Preceptress and English, S. N. S., Chico, Butte County
Kaull, Lavinia	Director of Physical Education, Sacramento
Kissling, Rudolph	Principal of Grammar School, Davis, Cal.
Knight, Eugene	Principal, San Rafael
Kynoch, Walter	Principal, Marysville
Lee, Edwin	Critic Teacher, Spyers School, Columbia University
McMurry, Effie	Music and Physical Education, Winnemucca, Nev.
McQuade, Clara M.	Grammar, S. N. S., Chico, Butte County
Mitchell, Iris	Director of Physical Education, Santa Cruz
Mortensen, George	Principal, Oakland
Osborne, Leila	Principal, Primary Dept., S. N. S., Chico
Padan, Eugene	Principal, Elk Grove, Sacramento County
Parker, James	Assistant City Superintendent, Bakersfield
Parker, Luther	Supt. Barrio School, Pampagni Province, P. I.
Pottle, Myrna	Manual Training, S. N. S., Chico, Butte County
Ray, J. C.	Principal of High School, Marysville
Richardson, Bruce	Principal of High School, Ambos, Camariner, P. I.
Robinson, Lura	Director of Physical Training, South Park, Chicago
Robbins, S. P.	Principal, Chico, Butte County
Sauber, H. H.	Principal of High School, College City, Colusa County
Shaw, Ella	Domestic Science, Berkeley
Simons, Robt. R.	Principal, Etna Mills
Sisk, Richard	Principal, Chico, Butte County
Stansbury, Angelina	Supervisor of Art, High School, Chico
Stebbins, Cyril A.	Supervisor, S. N. S., Chico, Butte County
Taylor, Bessie	Domestic Science, Manila, P. I.
Thomas, Wade	District Superintendent, San Anselmo, Marin County
Trabue, Alma	Director Physical Education, S. N. S., Chico, Butte County
Troxel, Harry	Drawing and Music, Oroville
Vadney, Olive	Stenography and Bookkeeping, High School, Chico
Wallace, William	Superintendent, Manila, P. I.
Wick, Jennie	Supervisor of Music, York College, Nebraska

Trained teachers are being sought as rapidly as they can be supplied. Especially is there a dearth of able and earnest *young men*. Such young men as desire to secure special qualification in Manual Training or Agriculture are enabled to do so in the Chico Normal. Special ability in these lines, added to general qualifications as a teacher leads invariably to rapid promotion and progress to positions of higher responsibility.

**To Superintendents, Principals, and School Trustees:**

The placing of a teacher where he may do his best work is often just as important as his training. Many a good teacher is handicapped by an ill-fitting assignment of work. This institution is willing to aid in supplying teachers to suitable positions at any time that it may have graduates who are candidates for appointment.

Special teachers in Music, Domestic Science, Art or Manual Training can be furnished also; or sometimes teachers can be found who will instruct in one or more of these special subjects for part of the time, say half a day, and fill out the rest of the day with instruction in the common branches.

Applications for teachers should be addressed in care of the President of the school, and should contain a statement of the conditions under which the teacher must work. Needless to say, no candidate will be recommended for a position who does not seem to warrant the full conviction that he or she will meet with complete success in assuming the duties that the particular place involves.

**The Annie E. K. Bidwell Model Playground.**

The Normal School has recently received from Mrs. Annie E. K. Bidwell the gift of a valuable city lot. This land, adjoining the Normal grounds on the east, has been developed into a modern and model playground. It gives added opportunity for the training of teachers in playground supervision, and furnishes public play space and recreation grounds for many of the children of the city. It means an added usefulness to this school, and an increased advantage to its student-teachers. By means of the training that the playground offers, it is possible for our Department of Physical Education to prepare special supervisors of playgrounds.

## CONDITIONS OF ADMISSION AND GRADUATION.

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### Two-Year Professional Course.

This is a strictly professional course of study and training.

Qualifications for admission to the two-year course:

1. Applicant must be of reasonable maturity, of good moral character, and in sound physical health.

2. Applicant may be admitted without examination: (*a*) When a graduate of an accredited high school and recommended by the principal of that school; (*b*) at the discretion of the faculty, when holding a high school diploma or a first grade teacher's certificate, granted in another state than California; (*c*) when qualified by experience as a teacher or by the possession of a grammar certificate to teach in the State of California.

3. For advanced standing, applicants must present approved credentials, showing work and training in advance of that indicated above.

4. All applicants for admission to this course must sign the following declaration:

I hereby declare that my purpose in seeking admission to the State Normal School at Chico is to fit myself for teaching, and that I intend to teach in the public schools of California or of the state or territory in which I reside.

All persons contemplating entering the Normal should send for a recommendation blank, which should be filled out by the principal of the school attended, and should then be forwarded to the Chico Normal.



**The Six-Year Course: Industrial High School, Normal Preparatory and Professional.**

Beginners are no longer admitted to the lower terms of the Six-Year Course and the course is being withdrawn as rapidly as possible.

For the year 1914-15 classes will be organized corresponding to the last two years of the regular high school course. Students having two years of high school credit may transfer to this course. In all cases, such students must show adequate maturity and seriousness of purpose.

## TWO-YEAR PROFESSIONAL COURSE.

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### First Year.

#### *Junior B.*

##### Required :

Educational Psychology-----	4 periods a week, 20 weeks--	1 unit
Pedagogy -----	4 periods a week, 10 weeks--	$\frac{1}{2}$ unit
Grammar -----	4 periods a week, 10 weeks--	$\frac{1}{2}$ unit
Academic Reviews and Tests_	4 periods a week, 20 weeks--	1 unit
Physical Education-----	1 period a week, 20 weeks--	$\frac{1}{4}$ unit

#### *Junior A.*

##### Required :

Educational Psychology-----	4 periods a week, 10 weeks--	$\frac{1}{2}$ unit
School Administration-----	4 periods a week, 10 weeks--	$\frac{1}{2}$ unit
Physical Education-----	1 period a week, 20 weeks--	$\frac{1}{4}$ unit
School Law-----	1 period a week, 20 weeks--	$\frac{1}{4}$ unit
Prep. Methods in Music and Art	4 periods a week, 20 weeks--	1 unit
Prep. Arithmetic and Methods	4 periods a week, 10 weeks--	$\frac{1}{2}$ unit
Prep. History Methods-----	4 periods a week, 10 weeks--	$\frac{1}{2}$ unit
Prep. Science Methods-----	4 periods a week, 10 weeks--	$\frac{1}{2}$ unit
Prep. Geography Methods-----	4 periods a week, 10 weeks--	$\frac{1}{2}$ unit
Prep. English Methods-----	4 periods a week, 10 weeks--	$\frac{1}{2}$ unit

Electives may be provided by special arrangement with class teacher.

### Second Year.

#### *Senior B.*

##### Required :

Teaching -----	10 periods a week, 20 weeks--	2 units
Methods concurrent with teaching-----		2 or $1\frac{1}{2}$ units
Physical Education-----	1 period a week, 20 weeks--	$\frac{1}{4}$ unit

#### *Senior A.*

##### Required :

Teaching -----	10 periods a week, 20 weeks--	2 units
Methods concurrent with teaching-----		$1\frac{1}{2}$ or 2 units
Physical Education -----	1 period a week, 20 weeks--	$\frac{1}{4}$ unit

The methods work referred to in the Senior B and Senior A terms, above, consists of the following courses:

Arithmetic Seminar-----Senior B or A, 4 periods a week, 10 weeks-- $\frac{1}{2}$  unit  
 History Seminar -----Senior B or A, 4 periods a week, 10 weeks-- $\frac{1}{2}$  unit  
 Art and Music Seminar--Senior B or A, 4 periods a week, 10 weeks-- $\frac{1}{2}$  unit  
 Science Seminar -----Senior B or A, 4 periods a week, 10 weeks-- $\frac{1}{2}$  unit  
 English Seminar -----Senior B or A, 4 periods a week, 10 weeks-- $\frac{1}{2}$  unit  
 Geography Seminar-----Senior B or A, 4 periods a week, 10 weeks-- $\frac{1}{2}$  unit  
 Composition, Spelling  
 and Writing Seminar--Senior B or A, 4 periods a week, 10 weeks-- $\frac{1}{2}$  unit

This work cannot be definitely assigned as of the Senior B or Senior A term. Each seminar must be attended in connection with teaching assignments in the same subject. No teaching assignments will be made unless student teachers are able to register for the accompanying methods seminars. Three of these courses may be taken in the Senior B and four in the Senior A; or four of them may be required in the Senior B and only three in the Senior A, according to the nature of the assignments in teaching.

All the foregoing work must be taken by all regular students save those especially excused from parts of it because of advanced standing.

The work of the course entitled "Academic Reviews and Tests" is required of all students in the Junior B class.

Twenty units of work are required for graduation. Each term's work should, therefore, include at least five units. Additional courses may be prescribed according to the student's needs as determined by his previous education and the character of his work here. In cases where students have had courses equivalent to any given above, they may substitute electives with the consent of their class teacher.

The following electives are provided. Students may register for any of these with the consent of the class teacher, provided the courses selected do not conflict with prescribed work.

Elective Teaching of Manual Training, Domestic Art, Domestic Science, Physical Education and Playground Supervision and Extension Work with necessary seminars and conferences -----			credit as arranged
Hygiene and Health-----	4 periods a week, 20 weeks--	1 unit	
Reading -----	4 periods a week, 20 weeks--	1 unit	
Twentieth Century Problems--	4 periods a week, 20 weeks--	1 unit	
Economics -----	4 periods a week, 10 weeks--	$\frac{1}{2}$ unit	
Advanced Pedagogy-----	4 periods a week, 10 weeks--	$\frac{1}{2}$ unit	
History of Education-----	4 periods a week, 20 weeks--	1 unit	
Library Economics-----	4 periods a week, 10 weeks--	$\frac{1}{2}$ unit	
Manual Arts-----	4 periods a week, 20 weeks--	1 unit	
Special Manual Training----	4 periods a week, 20 weeks--	1 unit	
Metal Work-----	4 periods a week, 20 weeks--	1 unit	
Domestic Science-----	4 periods a week, 20 weeks--	1 unit	
Domestic Art-----	4 periods a week, 20 weeks--	1 unit	
Special Art-----	4 periods a week, 20 weeks--	1 unit	
Special Music-----	4 periods a week, 20 weeks--	1 unit	
Agriculture -----	4 periods a week, 20 weeks--	1 unit	
Preparatory Art*-----	4 periods a week, 10 weeks--	$\frac{1}{2}$ unit	
Preparatory Music*-----	4 periods a week, 10 weeks--	$\frac{1}{2}$ unit	
United States History*-----	4 periods a week, 20 weeks--	1 unit	
Civics* -----	4 periods a week, 20 weeks--	1 unit	

\*Required of all who have not successfully completed this work in their high school course.

NOTE.—Description of school courses.

## DESCRIPTION OF WORK IN TWO YEARS' COURSE.

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DEPARTMENT OF EDUCATION.

**History of Education:** *20 weeks; elective.*

A survey of the leading movements and thinkers in education, for the purpose of tracing the development of educational systems, principles, and problems, especially those that have helped to shape modern educational thought and practice. Library work and discussions. Text-book, Parker's "History of Modern Elementary Education." *Mr. Meriam.*

**Educational Psychology: Junior B and A.** *30 weeks; required.*

A consideration of the human mind from the standpoint of modern study in psychological and experimental fields, with special attention to mental phenomena in process of growth. Emphasis is placed on those phases of psychology which are thought to be most immediately helpful for teachers. Text-book, Bett's "The Mind and Its Education." *Mr. Meriam.*

**Pedagogy: Junior B.** *10 weeks; required.*

Student habits and ideals.

Development by discussion and reference work of the principles of elementary education, with special reference to the fundamentals of good method. *Mr. Ware.*

**Advanced Pedagogy: Junior A.** *10 weeks; elective.*

A consideration of some of the more important problems of teaching, such as: the use of text-books; methods of examination; the laggard; promotion and its problems; what the trained teacher should be; professional duties and ideals; the service of the common school to the community; the school and rural life. *Mr. Ware.*

**School Administration: Junior A.** *10 weeks; required.*

Here will be considered principles of good class management; the development of effective habits of school administration and class-room routine; planning daily programs; the maintenance of discipline; the physical care of school children; reports and records.

**Teaching: Senior B and A.** *40 weeks; required.*

In addition to observation in the Training School earlier in the course, students must teach in the Training School two periods per day throughout the Senior year, engaging, so far as possible, in all the activities contingent upon good school-keeping.

**Monitor Service.**

All student-teachers, according to their ability and their needs, are required to discharge various sorts of monitor service. This work may consist of chapel activities, playground supervision, direction of cafeteria, halls and cloak rooms, the keeping of registers, and other duties rich in training value for prospective teachers. The fitness of students for teaching will be determined in part by the spirit and efficiency with which these duties are discharged.

**Current Events.**

There is also a general school exercise held at chapel time each Monday afternoon in which students are expected to report items of common interest gained from the reading of newspapers and current literature. It is assumed that all progressive teachers are interested in the life of the world about them, and this exercise is intended to promote intelligent criticism of the news of the day.

## DEPARTMENT OF ENGLISH.

**Preparatory English Methods: Junior A.** *10 weeks; required.*

This course includes general methods of teaching in literature, grammar, reading, spelling, and composition.

*Mr. Powers, Mrs. McQuade, and Miss Jones.*

**English Seminar: Senior B or A.** *10 weeks; required.*

The course is intended to supplement the work of the Preparatory Methods and is given only to those who are at the same time teaching the English subject in the Training

School. It deals with the specific problems that rise out of actual class-room experience and includes the direction and correction of the work of the student-teachers.

*Mr. Powers, Mrs. McQuade, and Miss Jones.*

**Reading: Junior A.** *20 weeks; elective.*

Required of all who are found to need special voice training. Class and individual work for correct placing, increased flexibility, and pleasing quality of tone. Phonics, drills in articulation. Practical work in oral interpretation, narrative, descriptive and didactic reading, public speaking. Text used, "Foundations of Expression," by Curry. *Miss Jones.*

**Grammar Content and Method: Junior B.** *10 weeks; required.*

The aim of this course is to give the prospective teacher a thorough understanding of the work she is to accomplish in grammar, including a review of the fundamentals of English Grammar and the discussion of methods and means of grammar instruction in the grades. This course has been found a necessary preparation for successful class-room practice.

*Mrs. McQuade.*

**\*Theory and Practice of Library Work:** *10 weeks; elective.*

This course is of special value to teachers, who always have more or less to do with the selection and arrangement of libraries. It takes up the relative value of different reference books, discusses the worth of different types of supplementary material, and lays particular emphasis upon desirable pleasure reading for grammar school children. It comprises also an understanding of the best principles of library organization and abundant practice in library activities of various kinds. To be given every quarter.

### DEPARTMENT OF MATHEMATICS.

**Arithmetic and Preparatory Methods: Junior A.** *10 weeks; required.*

The purpose of this course is to prepare student-teachers in the most fundamental parts of the subject-matter of arithmetic and in the most essential features of method that they will need in teaching arithmetic in their Senior year. The course of study forms the basis for a portion of the work in arithmetic methods. Instructions are given concerning observation and other matters pertaining to the work of getting ready to take charge of classes. The State Texts are given a careful study, and the student-teachers are required to be familiar with them in the closest detail. *Dr. Stamper.*

**Arithmetic Seminar: Senior B or A.** *10 weeks; required with teaching.*

The main purpose of this seminar is to perfect a co-ordination between teaching practice and recommended methods. The student-teacher receives her directions in the seminar. Her teaching is inspected daily by the supervisor of arithmetic or assistant supervisor, and any comments on her work are made later in the seminar or through special conference.

Teachers are given work in arithmetic and methods beyond that required in the Junior A course. The bookkeeping of

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\*Not taught in 1914-15.



the elementary school is considered. Business forms and simple accounts are studied and worked out in class. Class work in arithmetic consumes a good share of the time given to this course.

*Dr. Stamper.*

## DEPARTMENT OF HISTORY AND POLITICAL SCIENCE.

**Economics: Junior A.** *10 weeks; elective.*

This course aims to give a brief outline of those principles of economics which are most often met with in practical everyday life. It is designed to help the student to an understanding and appreciation of the underlying principles of present-day industrial movements, with special emphasis on problems of importance to rural communities. Carver's "Principles of Rural Economics," library references and lectures.

*Mr. Meriam.*

**School Law: Junior A.** *5 weeks; required.*

This course gives a comprehensive study of the organization of the school system, the powers and duties of the different educational officials, and especially the duties and privileges of teachers. Emphasis is laid on those things the teacher actually comes in contact with in school work.

*Supt. Camper.*

**Preparatory History Methods: Junior A.** *10 weeks; required.*

The aims of this course are: (1) to treat the educational value of history in order to see reasons for teaching history at all, and to see what it may accomplish in the scheme of education. It is necessary to know what results are expected before selecting the subject-matter and the methods of presenting it; (2) to get the spirit of history; (3) to get the principles of teaching history; (4) to get the principles of selection of history material for teaching; (5) to get specific methods of teaching history in the grades. Lectures and assigned readings.

*Dr. Miller.*

**History Methods: Senior B or A.** *10 weeks; required.*

All students when teaching history will be required to take Senior history methods. The work will deal with the immediate problems that arise in the work and such additional discussion of courses of study, class management, etc., as may seem called for at the time.

*Dr. Miller.*

#### DEPARTMENT OF PHYSICAL SCIENCE.

**Preparatory Geography Methods: Junior A.** *10 weeks; required.*

The primary purpose of this course is to bring the student to a realization of the importance, scope, and sources of geographic information. The course of study is taken up and discussed so as to have a clear understanding of the reasons for each part, as well as the way in which the parts are linked together.

The State Series Geographies will be studied for the purpose of evaluating the different topics so that each may be given its proper emphasis and due allotment of time.

In this course and the one following, the attempt will be made to have each one become familiar with a number of the best supplementary books on the subject, so as to form a basis for the selection of such books for the school library.

*Mr. Studley.*

**Geography Seminar: Senior B or A.** *10 weeks; required.*

This course is to parallel the work of the student-teacher in the Training School. The time will be spent according to the needs of the class in conferences, readings, recitations, and lectures designed to give the student a grounding in the best methods of teaching geography in the public schools of the State.

To be taken by students teaching geography in the Training School under the direction of the Supervisor of Geography, to

whom, through these classes, they will report for criticism on work accomplished and advice as to work to be done.

*Mr. Studley.*

## DEPARTMENT OF BIOLOGICAL SCIENCE.

**Preparatory Science Methods: Junior A.** *10 weeks; required.*

With the garden as a unifying center, a study is made of the forces which are at work therein, both physical and biological in nature. Capillary action, composition of soil, and the like are studied by experimentation in the class-room and in the field. Birds, insects, and other animals are studied in their relation to the home or the school garden. The purpose of the course is to prepare student-teachers in subject-matter and method.

*Mr. Stebbins.*

**Science Seminar: Senior B or A.** *10 weeks; required.*

In the seminar work student-teachers are taught to apply in the Training School the subject-matter and method obtained in the preceding course and in previous training.

A rather careful survey is made of the best methods in teaching nature study in elementary grades. *Mr. Stebbins.*

**Rural School Extension.** *20 weeks; elective.*

This course is planned to prepare students for rural school supervision and to emphasize the larger function of a school, that of direct service to the people.

Transportation to the schools visited is furnished by the Normal School.

The students of this class prepare and ship collections of minerals, seeds, shrubs, trees, bird skins, and the like to schools requesting them, and assist directly in working out practical problems in administration or instruction.

*Mr. Stebbins.*

**DEPARTMENT OF MANUAL ARTS.**

**Preparatory Art.** *10 weeks; required of all who have not had equivalent high school work.*

Beginning work in Freehand Drawing, Light and Shade, the study of color; its application to design, and painting from nature. *Miss Hetschel.*

**Preparatory Methods in Art: Junior A.** *10 weeks; required.*

Principles and methods of teaching Arts of Drawing, Construction, and Design. Each will be considered in detail, with suggestions as to the best Texts, practical devices, sources and preparation of materials, and lesson steps for both primary and grammar grades. This course is preparatory to teaching in Art classes in the Training School. *Miss Hetschel.*

**Art and Music Seminar: Senior B or A.** *10 weeks; required with teaching.*

Discussion of questions, methods and materials that arise in the classroom. Demonstration and instruction when necessary. Criticism and comparison of results. *Miss Hetschel.*

**Special Art.** *20 weeks; elective.*

Prerequisite: Art III and IV, or their equivalent. More advanced work in applied design. Drawing and painting from nature, etc. *Miss Hetschel.*

**Special Metal Work.** *20 weeks; elective.*

Prerequisite: Elementary Manual Training. Work in the flat and round in copper and brass, including work in surfacing, piercing, brazing, and enameling. Open only to those who are specializing in manual branches. *Miss Hetschel.*

**Special Manual Training.** *20 weeks; elective.*

Prerequisite: Art III or V, or their equivalent. Advanced work in mechanical drawing and design as applied to con-

struction. Woodwork, including the principles of joinery. A study of the processes involved in the making of tools, also of finishing materials, their composition and uses in connection with school work. The course also includes development by discussion and reference work of the leading movements and leaders in the Manual Training world for the purpose of developing the underlying educational principles which should guide the planning of a course suitable to rural as well as city school conditions.

All work in Manual Training is of a strictly professional nature and open only to those who wish to teach Manual Training.

*Miss Ealand.*

#### DEPARTMENT OF DOMESTIC ECONOMY.

**Theory and Practice of Teaching Domestic Science.** *20 weeks; elective.*

This work may be taken only by those who have had preparatory domestic science. (See page 38.) It consists of actual teaching of grammar grade classes in cooking, conferences and seminars in method, instruction in planning and providing domestic science equipment, and lessons in ordering groceries and supplies. It places special emphasis upon successful planning and execution of lessons.

*Miss Mundy.*

**Theory and Practice of Teaching Domestic Art, II.** *20 weeks; elective.*

This work is only for those who have had the preparatory work in domestic art. (See page 38.) It consists of actual teaching of grammar grade sewing under supervision, with frequent periods for seminars in method. From it the student-teacher should be able to learn how to organize, equip, and teach skillfully a practical grammar grade course in sewing.

*Miss Mundy.*

## DEPARTMENT OF MUSIC.

**High School Music.** *10 weeks; required of all who have not had equivalent high school work.*

Material, school songs of simple character. Major tonality by number, letters, and syllables. Rhythm discovered by movement, speech, and singing voice written, tapped, and applied in singing.

Harmony: three primary harmonies.

Singing: as pure a quality of voice as possible—individual singing at all times.

*Miss Lennon.*

**Preparatory Methods in Music: Junior A.** *10 weeks; required.*

This course reviews the entire subject of Music with reference to educational principles involved at all points.

Melody, through imitation and original construction; written and read; pointed upon vertical scale and staff.

Rhythm, through movement, poetry, motion songs; recognize measure, stress, duration; read and write these same facts.

Harmony, recognized from piano; three primary harmonies, dominant seventh chord; these studied in trias and quartette.

All material such as is usable in public schools.

*Miss Lennon.*

**Music and Art Seminar: Senior B or A.** *10 weeks; required with teaching.*

Discussion of all questions arising from class room practice; chorus or mass singing; emotional tone, blend, balance; children's voices, vocal exercises, discussion of texts, material, and methods.

General class room practice. Individual demonstration of all points and teaching of classmates to be expected at any time.

*Miss Lennon.*

**Special Music.** *20 weeks; elective.*

Prerequisites: Ability to play the piano accompaniment to choruses of medium difficulty. Text book, Shepherd's "Har-

mony Simplified." Four-part exercises in open and close harmony, transpositions, ear training. Study of standard compositions (instrumental and four-part chorus) for application of harmony and related keys. *Miss Lennon.*

### **Chorus Work.**

All students are required, during the time of their attendance at this school, to be present and take part in chapel chorus drill and training. At the present time one period a week is set aside for this work. *Miss Lennon.*

## **DEPARTMENT OF PHYSICAL EDUCATION.**

The professional work in this department is designed to provide a training course for teachers. It includes training and practice in the proper conduct of gymnastic exercises, playground activities, and health and development work in the public schools. All students are *required* to take this work unless excused by the director.

**Physical Education: Teachers' Course.** *Four terms, one period per week required as follows:*

*Junior B Class:* Practical talks on organization, equipment, and supervision of school playgrounds, school room gymnastics and games for grades I and VIII. *Miss Trabue.*

*Junior A Class:* Gymnastic stories for grades I and II. Folk plays for grades I-VIII. *Miss Trabue.*

*Senior B Class:* Health of the teacher, the physical care of children in the school room and on the playground. The course includes talks on First Aid, the treatment of bruises, cuts, strains, sprains, dislocations, and fractures, with practice in the application of bandages. *Miss Trabue.*

*Senior A Class:* Practical work on the playground and in the gymnasium with Training School classes. *Miss Trabue.*

## UNIVERSITY CREDITS AND THE HIGH SCHOOL CREDENTIAL.

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Attention is called to the fact that arrangements are now complete whereby advanced credit will be given to the specially recommended graduates of any one of the State Normal Schools. When conditions have been complied with, Normal graduates may be admitted to the University with advanced credit in the amount of from 32 to 48 units. The maximum credit (48 units) will be allowed when the applicant can, in one semester's work at the University, complete the requirements for the Junior Certificate.

Graduates of this school with proper prerequisites who desire to secure the high school credential entitling them to teach in any high school in California may do so without disadvantage. The University will allow them two years of advanced standing (one and one half undergraduate, and one half post-graduate) on the five-year course that leads to the credential.

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## POST-GRADUATE WORK.

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The library, apparatus, and faculty of the school will be at the service of those graduates of the school, or of others who are teachers in the State, who wish to do special graduate work, in so far as such work does not conflict with the regular conduct of the school. It very often happens that many who teach for a part of the year find themselves free for further study and could do work in the laboratories or reading in the library while the school is still in session. This special work, whether in laboratories, library, or classes, can be planned and directed



by members of the faculty in such a way as to be of great benefit to those who wish to undertake it. Graduates are invited to correspond with members of the faculty whenever they find themselves in need of such information or assistance as the faculty can give. Graduates doing special post-graduate work in the Training School, of a high degree of excellence, will receive from the faculty a special certificate of "Honorable Mention."

### SPECIAL COURSES.

This Normal School is now prepared to train special teachers in Art, Music, Domestic Science and Art, Manual Training, and Physical Education. The standard length of time of such special courses of training will be one school year, but the actual time in any given case will depend very largely upon individual qualifications.

Special students in this work will be admitted upon the presentation of a diploma of graduation from an accredited normal school, or upon such other qualifications of experience and training as may be deemed satisfactory.

At the present time this special work is given under the close personal supervision of the heads of the departments, and will involve assignments of work as assistant supervisor of student-teachers. The opportunity for an intimate responsible contact with problems in all the different grades and phases of the work is thus assured such students as may desire this work.

## INDUSTRIAL HIGH SCHOOL AND NORMAL PREPARATORY COURSE.

The following course is being withdrawn as rapidly as possible. In 1914-15 the upper terms, from the fifth to the eighth inclusive, will be in operation.

YEAR I. <i>First Term.</i>	YEAR II. <i>Third Term.</i>	YEAR III. <i>Fifth Term.</i>	YEAR IV. <i>Seventh Term.</i>
English.	English.	English.	English.
Industrial Art.	Ancient History.	Modern History.	U. S. History and
Algebra.	Geometry.	Music.	Civics.
Elementary Agri- culture.	Art.	Chemistry.	Physics.
			Hygiene and Health.
<i>Second Term.</i>	<i>Fourth Term.</i>	<i>Sixth Term.</i>	<i>Eighth Term.</i>
English.	English.	English.	English.
Music.	Roman and Me- diaeval History.	English History.	U. S. History and
Algebra.	Geometry.	Physical Geog- raphy.	Civics.
Agriculture (for boys).	Art.	Manual Training (for boys).	Physics.
Domestic Art (for girls).		Domestic Science (for girls).	

The above course has in mind especially a good preparatory course for those who are to become teachers, with special reference to present industrial needs in education.

### DEPARTMENT OF ENGLISH.

The aim of the work in this department is twofold; first, to develop a genuine appreciation for literature, and, second, to make habitual the correct use of plain written English.

Throughout the four years of work, three days of each week are given to the study of literature. The subjects included in

this course have been selected for the purpose of stimulating real appreciation of good poetry and prose. The work of each term has been graded with regard to the maturity of appreciation that it demands of the student. In each course the student will find subject-matter representing the important literary forms, both poetry and prose—the novel, the short poem, the drama, the essay, and the short story.

The composition course is not designed to teach a complex and unapplied body of rules, nor does it attempt to develop “fine writing;” but at all times it strives to develop in the student the constant and habitual use of correct written English. This correct use of written English, while not commonly attained, is of the utmost value to every one and especially to the teacher. By making it the direct and principal end of the work in composition, satisfactory results are attained.

**English: Third Term.** *20 weeks.*

Literature. Composition: Narration emphasized, description begun.  
*Miss Jones.*

**English: Fourth Term.** *20 weeks.*

Literature. Composition: Description emphasized.  
*Mr. Powers.*

**English: Fifth Term.** *20 weeks.*

Literature. Composition: Exposition emphasized.  
*Mr. Powers.*

**English: Sixth Term.** *20 weeks.*

Literature. Composition: Argumentation emphasized.  
*Mr. Powers.*

**DEPARTMENT OF MATHEMATICS.****Geometry: Third Term.** *20 weeks.*

Plane geometry begun. Original work is emphasized from the first. The practical side of geometry is kept constantly in mind. Simple work in trigonometry is introduced in connection with similar triangles. Students keep a notebook of geometric constructions and designs. *Mr. Crockett.*

**Geometry: Fourth Term.** *20 weeks.*

Plane geometry completed. Special emphasis on the applications of geometry. Originals. Drawings and designs. *Dr. Stamper.*

**Electives.**

Students desiring further work in mathematics may elect from solid and spherical geometry, trigonometry, trigonometry with surveying, and advanced algebra. *Dr. Stamper.*

**DEPARTMENT OF HISTORY.****Roman and Mediæval History: Fourth Term.** *20 weeks.*

Roman history traced from the beginnings to the time when Rome was overrun by the northern barbarians. Emphasis is put on the Roman institutions, and their influence on civilization. The conflicts between the various elements that went to make up mediæval life, the origin, development and decay of mediæval institutions, the formation of nations and languages, the expansion of Europe, intellectually and geographically, are all considered with reference to permanent contributions to modern civilization, and in such a way as to make clear present-day life. Myers' "Ancient History," and Harding's "Essentials of Mediæval History," with library references.

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**Modern History: Fifth Term.** *20 weeks.*

This course is a continuation of the preceding, with an increasing emphasis on those institutions and ideals which have become a part of the present-day life. The work is designed to give not only a general outline of the history of the modern world, but some basis for the understanding of present and future world activities.

*Mr. Meriam.*

**Twentieth Century Problems.** *20 weeks; required for Sixth Term Students; elective for others.*

This course involves the discussion and study of modern world problems. It is thought that an intelligent acquaintance with the principal topics of modern public interest is of fundamental value to every citizen and particularly worthwhile to the teacher.

*Mr. Meriam.*

**United States History: Seventh Term.** *20 weeks; required of those who have not had the work.*

Aims to cover the main features of United States history by topics and library references. It will be high school history taught from the point of view of preparing to teach history.

*Dr. Miller.*

**Civics: Eighth Term.** *20 weeks; required of those who have not had High School Civics.*

This work includes a study of local institutions, the township and county of New England, the parish and county of the South, and the government of cities and states, including the constitution and government of California, and the government of the nation. It is not so much a study of constitutions as of the real government as it exists.

*Dr. Miller.*

**DEPARTMENT OF PHYSICAL SCIENCE.****Chemistry: Fifth Term.** *20 weeks.*

This course is designed as an introductory course to the systematic study of chemistry. It will, for the most part, deal with the more elementary parts of Inorganic Chemistry, and, if time permits, a brief introduction to the elementary parts of Organic Chemistry. As far as possible the work will be based upon the affairs of every-day life and some of the more important industrial processes. Recitations will be held as often as is deemed necessary to review and supplement the work carried on in the laboratory.

*Mr. Studley.*

**Physical Geography: Sixth Term.** *20 weeks.*

This is a general course in physical geography, and will deal in particular with the surface of the earth, its changes, and the causes for such changes. Part of the time will be spent in studying topographic maps and models. This course is intended for those who have not had the subject in the high school. Prerequisite: Chemistry V.

*Mr. Crockett.*

**Physics: Seventh Term.** *20 weeks.*

Laboratory exercises performed by the students, demonstrations by the instructor, and recitations to supplement and explain the laboratory work. The more elementary parts of the subject will be covered in this course, and practical applications made wherever possible. The attempt will be made to give such parts of the subject as will best fit the student to teach science in the public schools. Prerequisites: Algebra I and II, Geometry III and IV, and Chemistry V.

*Mr. Crockett.*

**Physics: Eighth Term.** *20 weeks.*

A continuation of Course VII dealing with the more advanced parts of the subject and designed to give the student a better insight into the principles of the science. Pre-requisite: Physics VII.

*Mr. Crockett.*

**DEPARTMENT OF BIOLOGICAL SCIENCE.****Health and Hygiene: Seventh Term.** *20 weeks; elective in other terms.*

The purpose of this course primarily is to teach students to live more hygienically. By means of a health score card a great deal of emphasis is laid on each day's living. Students are not graded so much on what they know about hygiene as on how they practice hygiene.

A careful survey is made of sanitary types, such as a dairy, a butcher shop, a bakery, a home, a city, a school. Score cards are compiled and used as a basis for study on tours of inspection.

Considerable attention is given to school hygiene. The students learn by actual contact with children how to discover the defective child and how best to care for the same.

*Mr. Stebbins.*

**DEPARTMENT OF MANUAL ARTS.****Art: Fourth Term.** *20 weeks.*

Composition. Art appreciation and history. A study of the great art principles in famous pictures. The application of the principles of composition to landscape and figure drawing. Drawing and painting from life.

*Miss Hetschel.*

**Art: Sixth Term.** *20 weeks.*

Manual Training. This course is designed to give a general knowledge of woods and a reasonable degree of skill in the use

of woodworking tools. It includes mechanical and freehand drawing in their application to constructive and decorative design, methods of teaching, a study of equipment, its cost and care, and outlines a practical, well-graded course which may be applied to grammar school work. *Miss Ealand.*

## DEPARTMENT OF HOME ECONOMY.

### DOMESTIC ART.

**Domestic Art, I.** *20 weeks; elective.* (Girls only.)

This course is intended as a preparatory course for teaching the subject. The work of this course ranges from simple to complex, including hand and machine work, drafting of patterns, and the cutting and making of garments. This work must be followed by actual experience in the teaching of sewing (see Theory and Practice of Teaching Domestic Art, II, page 27). *Miss Mundy.*

### DOMESTIC SCIENCE.

**Domestic Science, I.** *20 weeks; elective.* (Girls only.)

This work is required of all students in the Industrial and Normal Preparatory Course. It is especially recommended as an elective for the present Sixth Term and Junior B students.

In this course instruction is given in plain cooking, serving of foods, dietetic values, home sanitation, and the art of good housekeeping. It must be followed by the teachers' course in Theory and Practice of Teaching Domestic Science. (See page 27.) *Miss Mundy.*

## DEPARTMENT OF MUSIC.

**Music: Fifth Term.** *20 weeks.*

Major keys reviewed, minor scales studied for first time. Related keys. Chromatic tones: flat seven and sharp four. Writing of rhythms and tunes from hearing only. Continued vocal practice, and singing of duets and trios suitable for later school use. *Miss Lennon.*



**PHYSICAL EDUCATION DEPARTMENT.**

The physical exercise designed for the benefit of Normal students themselves is required of all young women in the Industrial High School and Preparatory Course.

**Physical Education: Preparatory Course.** *Third and Fourth Terms.*  
*Two periods per week.*

Swedish educational gymnastics, indoor and outdoor games and folk plays. Special attention is given to posture and carriage of the body. Floor talks on personal hygiene are given.

*Miss Trabue and Student-Teachers.*

## TRAINING SCHOOL.

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The Training School is open to the children of Chico and vicinity, or to any who wish to make special preparation for the Normal courses.

The Training School maintains an excellent and progressive course of study. Children who attend enjoy unusual advantages, as, in addition to being under the care of superior teachers, the library, museum, gymnasium, lecture-room equipped with lantern and slides and moving picture machine for illustrative work, and apparatus of the entire institution are placed at their service. The subject-matter of the Course of Study contains much material never offered in the grades of the ordinary public schools, and is the result of careful selection in consultation with the specialists of the entire faculty. The curriculum contains no fads. To read, write, and speak good English, and to perform the necessary arithmetical operations in every-day business life are recognized as the fundamentals of a practical education, and as such receive first consideration.

Throughout the entire course, practical industrial training is emphasized. The prominent features of this work are: The farm, where every child has a plot of ground for his own planting, one period of the day being devoted to garden work; the shop, where all boys and girls who desire to work, above the fourth grade are given practical instruction in Manual Training; the sewing-room and the kitchen, where the girls of the seventh and eighth grades are taught to care for their own wardrobes, make simple garments, and to cook healthful foods; the printing office, where upper class boys get experience in type-setting, job printing, and in managing and editing various school publications; the bank, which offers a practical training in the financial management of school enterprises and business transactions.

The cultural subjects are not neglected. These include courses in literature, art, and music, that aim to inspire a love for good books and an appreciation of good pictures and good music. The Training School Band of fifteen pieces is a feature of all school festivals.

A well-equipped playground, that the pupils have equipped mainly by their own efforts, affords opportunity for that healthful supervised play which makes for good citizenship.

Besides regular classes in all subjects conducted in the Training School by the student-teachers, special classes are maintained in Cooking, Sewing, and Manual Training for all students in the seventh and eighth grades of the Chico Public Schools. These children come to the Normal School twice a week for this work. This makes it possible to provide practice teaching in these special lines for all student-teachers who are qualified to secure this experience.

The object of all this is twofold: To provide the foundations of a liberal education for the pupils, and to provide a liberal training along all lines of professional experience for the student-teachers. Under competent supervisors these student-teachers are taught to teach all the elementary school branches. To the end that student-teachers may be well fitted for the actual realities of their own schoolrooms, they are given entire charge of classrooms. They work with classes in the school gardens; plan and take charge of school activities, functions, and entertainments; spend an average of an hour a day supervising playground games or conducting gym classes; take charge of illustrative lectures for geography and history classes; conduct the school library. Along these many lines of service, under guidance of close supervision, they are thus given opportunities for proficiency in school management. It is, indeed, the aim of the institution to find the culminating expression of its ideals in the work of the Training School; to this end the institution as a whole bends its energies.

## MODEL RURAL SCHOOLS.

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For a long time it has been a source of regret to those interested in the work of normal schools that there seems to be no practical way of training student-teachers in actual contact with the problems of rural schools. This need is particularly apparent in a school such as the Chico Normal, which is located in a section of the state where rural conditions predominate and rural education is the prevailing type.

Most of the graduates of this Normal School teach for a number of years in a country school and practically all of them have need to be familiar at some time or other with its special problems. Some of these problems can not well be presented in a graded training school of the city type.

By far, the best plant for training rural school teachers is a well-conducted rural school. With this principle before it, the State Normal School at Chico has brought into affiliation with itself a number of well-conducted rural schools of the better type. These are situated within a few miles of the Normal School. Each day these rural schools receive from the Normal School two Senior student-teachers. These students perform such duties as may prove of most worth to the school and its children.

In this way a practical insight is given into the peculiar problems of rural school administration, such as the management of many sections, the planning of a program, the preparation of seat work, the use of the blackboard, the administration of the school ground, the method of assignment, and other like problems encountered in special form in the ungraded school.

The advantages of this arrangement to the rural school itself are especially noteworthy. It means that the regular teacher

is given two assistants who work with her, attending to individual needs of children and managing sections at seat work; or otherwise caring for the needs that must, without them, go more or less unregarded.

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## NORMAL EXTENSION WORK.

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The State Normal School at Chico undertakes, in so far as it may, the work of extending its services to teachers, superintendents, and boards of education.

There have been in the past, and will be hereafter to an increasing degree, two forms of extension service required of this school. In the first place, teachers and school officers may write concerning problems of the course of study, methods of teaching, devices and aids in instruction, administrative helps or hints, plans for parent-teachers' clubs, and the wider social service of the school. All of these have already been worked out in actual co-operative practice to a greater or less degree.

The second and more intensive form of extension work that the Normal School undertakes concerns itself directly with the schools, and particularly with the rural schools that lie within easy visiting distance. Most of these schools are taught by graduates of the Chico Normal. To these schools, their patrons, trustees, and teachers, this school offers its friendly hand in any educational enterprise in which it can assist.

There are many ways in which this school may be helpful. Sometimes advice and suggestions are sought in the purchase of library books. At any time neighboring teachers may borrow books from the Normal School Library for temporary use in their own work. Specimens, pictures, and various materials for instruction may be secured in the same way and for the same purposes, provided they be returned in good condition.

The new and special lines of education such as Physical Training, School Gardening, Manual Training, and Domestic Economy have already taken their places in the best city schools and are gradually winning their way into progressive rural communities. When desired, this Normal School may be able to assist the teachers in the introduction of this work and in its successful direction.

Plans for the beautifying and improvement of school buildings or grounds and suggestions and assistance in the execution of such plans will be furnished to all who ask for them.

Frequently it will be possible for members of the Faculty of the Chico Normal to visit schools within easy traveling distance upon the invitation of their teachers. In this way it is sometimes possible to start school gardening, tree planting, manual training, sewing, or to give helpful suggestions in playground activities, or even in the work of the standard subjects of the curriculum.

Through the helpfulness of the United States Plant Introduction Garden at Chico it is possible for this school to provide trees and shrubs, upon due notice, for all district schools that will appreciate them and promise to take care of them. The Normal School has started a tree and shrub nursery of its own, so that it may be able to assist rural school districts in the improvement of their grounds not only with suggestions, but with living plants and help in setting them out.

Our student-teachers in training are indirectly benefited by this intimate and friendly relationship that exists between this school and its departments on the one hand, and the rural schools of the neighborhood and their needs on the other. Such a relationship must of necessity make our work more practical and focus it more definitely upon real problems and activities. Thus the preparation of the student-teachers in training can not fail to be improved.

But it should accomplish much more than this. Wisely extended and used at all times for the benefit of the teachers and schools that it touches, it will give opportunity to our student-teachers themselves for actual insight into the rural school situations and occasionally even for actual co-operative assistance and classroom experience in training in the rural schools that lie about us.

One of the most interesting and important forms of extension work that has been started and will be continued by this school is the encouragement and development of parent-teachers' associations, literary societies, and like clubs and organizations that seek to center in the rural school a portion of the social life of the people who live around it, especially including the adults. It is generally possible for such associations already established to secure the assistance of members of the Faculty of the Normal School in musical or literary programs. An excellent stereopticon and a large number of slides will be used and illustrated talks given without cost whenever it is possible to make arrangements for them. Help will be freely given to any teacher or district that asks for assistance in organizing the people of the neighborhood into clubs, societies, or associations with headquarters in the local school.

With these neighboring rural schools as a nucleus, the Normal School has undertaken and is now maintaining a Rural School Lyceum Course. This course employs freely the musical and literary talent of the student-teachers of the school and also draws upon the members of the Faculty for lectures, literary interpretations, and musical numbers. The stereopticon, moving picture machine, and graphophone add materially to the interest and value of the work.

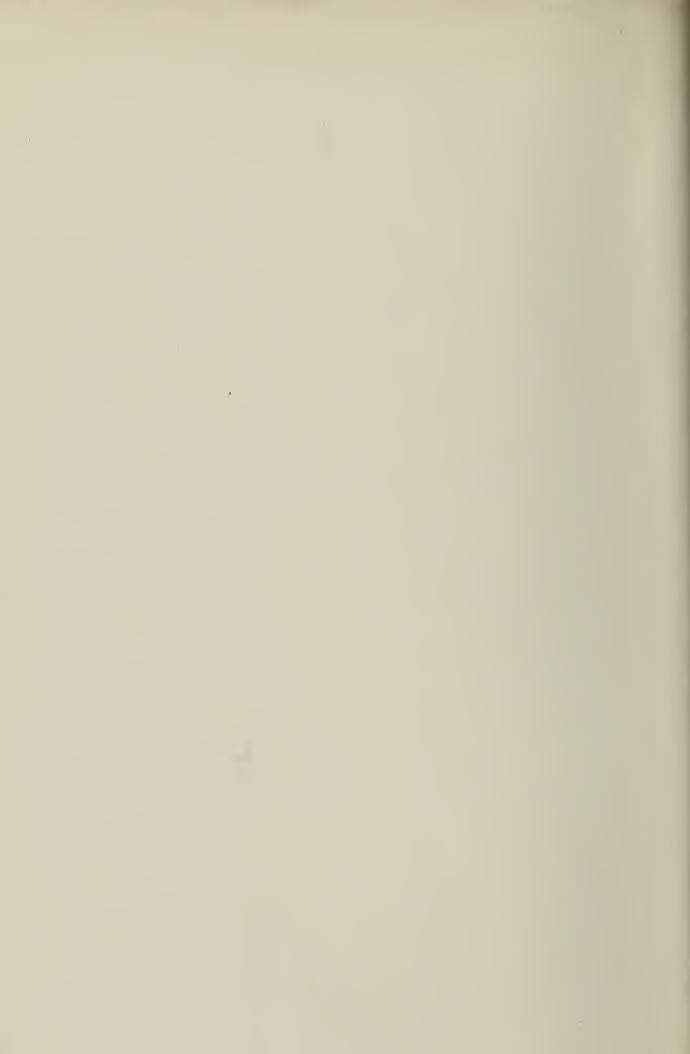
The purpose of this Lyceum work is to assist the rural schools in developing an independent social life of their own. Their wider service as a center for the recreation and inspira-

tion of the people of the countryside is furthered through these meetings. By them the rural school plays a new part in directing the leisure pursuits of its people as well as in educating along lines of world interest and common culture those long since out of school. At the same time the Normal School, by means of its activity in this work, keeps its own ideals close to the common needs of the world.

The only cost at any time to the districts that desire extension service from this Normal School will be the actual cost of transportation of the materials or individuals required by the work. In case the school that requests co-operative assistance lies within traveling distance by horse and buggy, there will be no charge for transportation, since the Normal School has such transportation at its disposal.











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# STATE NORMAL SCHOOL

CHICO

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# STATE NORMAL SCHOOL, CHICO, CALIFORNIA.

## PUBLICATIONS.

### BULLETINS.

**Bulletin No. 1. SCHOOL GARDENS FOR CALIFORNIA SCHOOLS.**

A manual and teacher's guide in the making of school gardens, especially designed to meet the conditions of California schools. Illustrated, 80 pages, *30 cents postpaid*. B. M. Davis, Chico State Normal School.

**Bulletin No. 4. LESSON PLANS IN ARITHMETIC.**

A series of lesson plans on notation and numeration, subtraction, division of common fractions, division of decimals, mensuration of the rectangle, surveying heights, and cash account. 17 pages, *10 cents postpaid*. A. W. Stamper, Chico State Normal School.

**Bulletin No. 5. Part I, Map Geography.**

Part II, Journey Geography for Beginners.

96 pages, *30 cents postpaid*. C. K. Studley, Chico State Normal School.

**Bulletin No. 6. GEOGRAPHY COURSE OF STUDY (for use in the Fifth and Sixth grades).**

A series of lesson plans assisting the teacher in preparing and presenting an introductory course in Geography. It follows the California State Series introductory geography text and is designed to lighten the work of the teacher and at the same time bring out the true values of the subject. 82 pages, *25 cents postpaid*. C. K. Studley, Chico State Normal School.

**Bulletin No. 7. A SPELLING COURSE FOR ELEMENTARY SCHOOLS.**

A series of spelling lessons consisting of words in common written use. These words are introduced a few at a time and adequate reviews are systematically provided. The introduction sets forth some fundamental principles of spelling methods. 112 pages, *25 cents postpaid*. C. K. Studley and Allison Ware, Chico State Normal School.

**Bulletin No. 8. TRAINING SCHOOL ADMINISTRATION.**

An outline of the rules and regulations for the administration of the Chico State Normal Training School. 12 pages, *5 cents postpaid*.

**Outline Maps.**

A series of nine maps designed for use in teaching Map Geography and to accompany Part I, Bulletin 5. These maps afford the basis for a valuable type of seat work and provide an unusually effective drill in the teaching of map geography. *Postpaid, per set of nine, 15 cents*. C. K. Studley, Chico State Normal School.

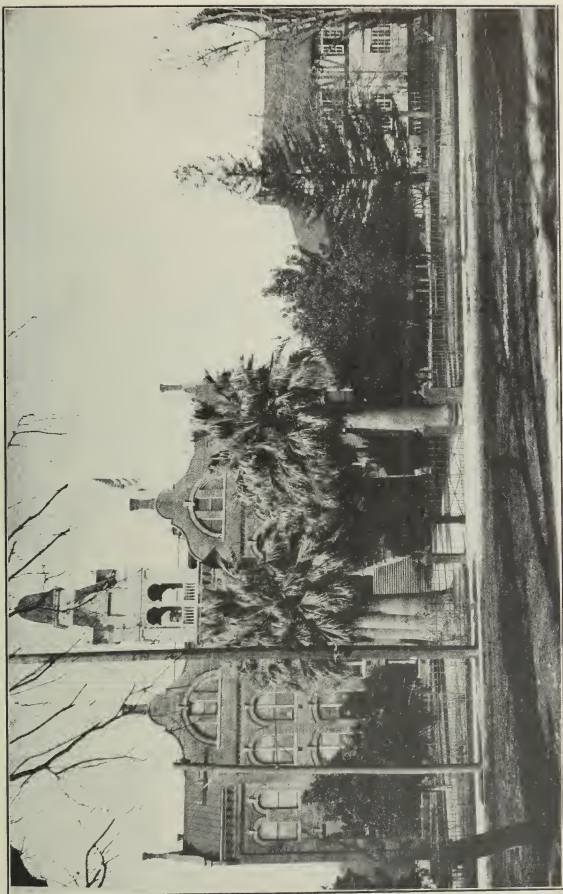
Address all orders and inquiries, and make all payments to the Bulletin Fund, State Normal School, Chico, California.





The Training School. Taught by Student Teachers.

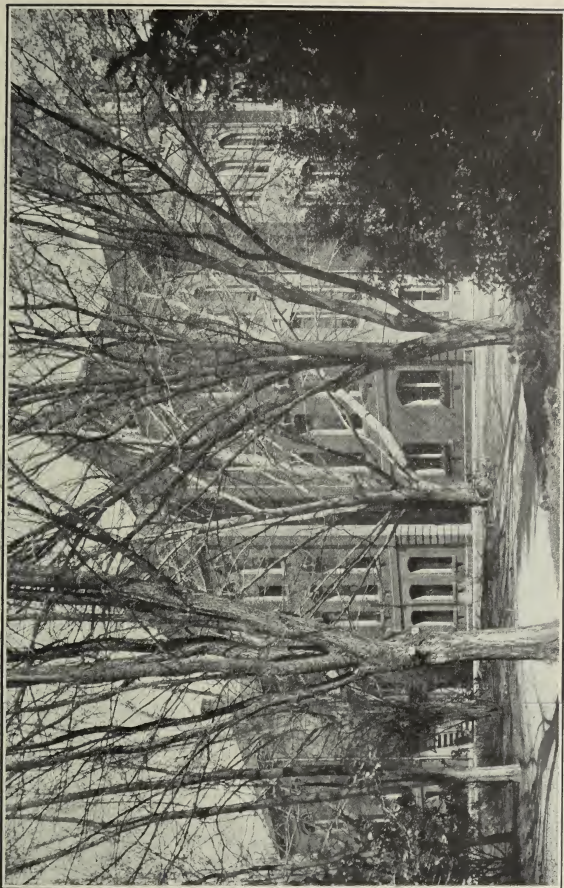




Chico State Normal and Training School.



Gymnasium Work. Student Teacher in Charge.



Main Building—West Side.

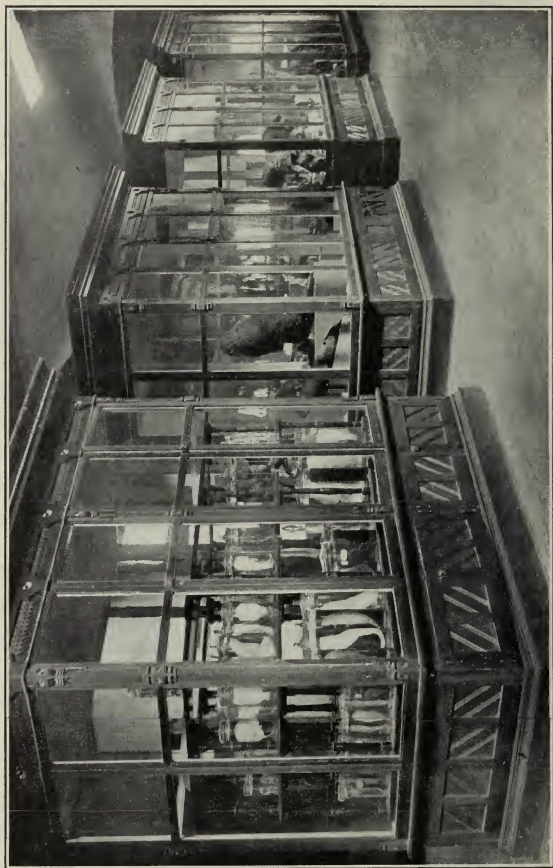


Student Teachers in Charge of Manual Training Classes.



The Library—A Study Room and Workshop.

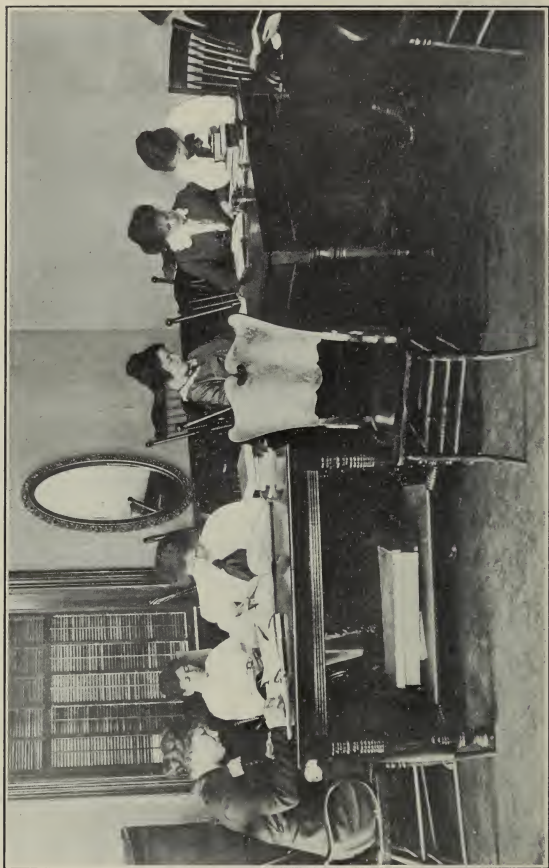




In the Museum.

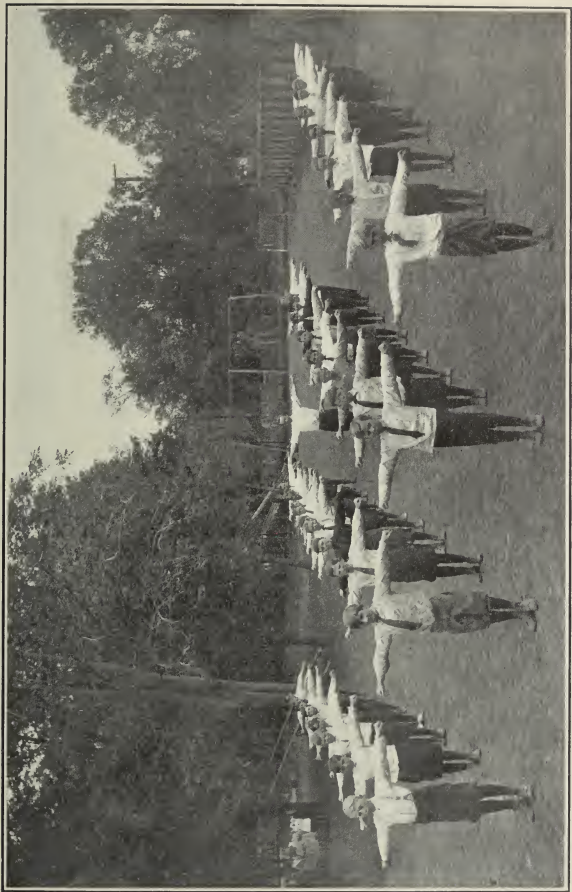


An Outdoor Gymnasium.



A Corner in the Preceptress' Office.

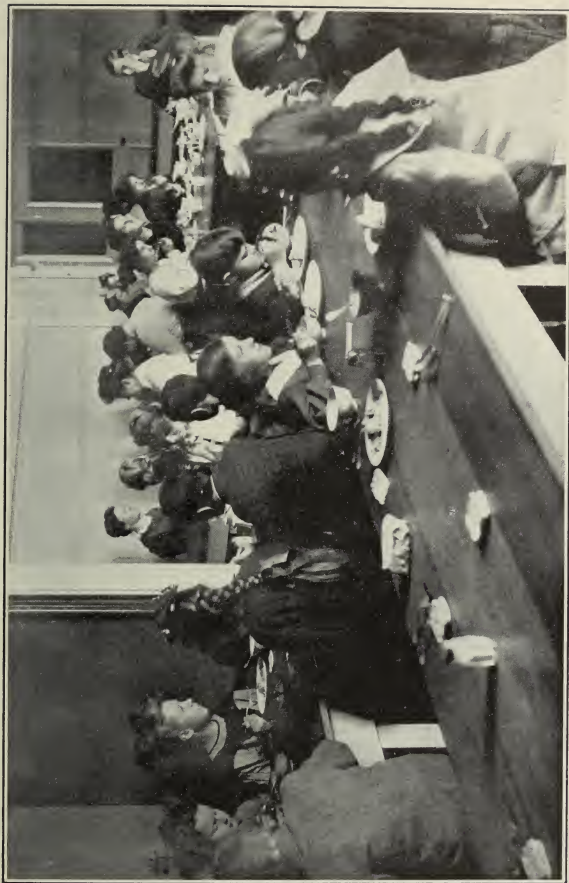




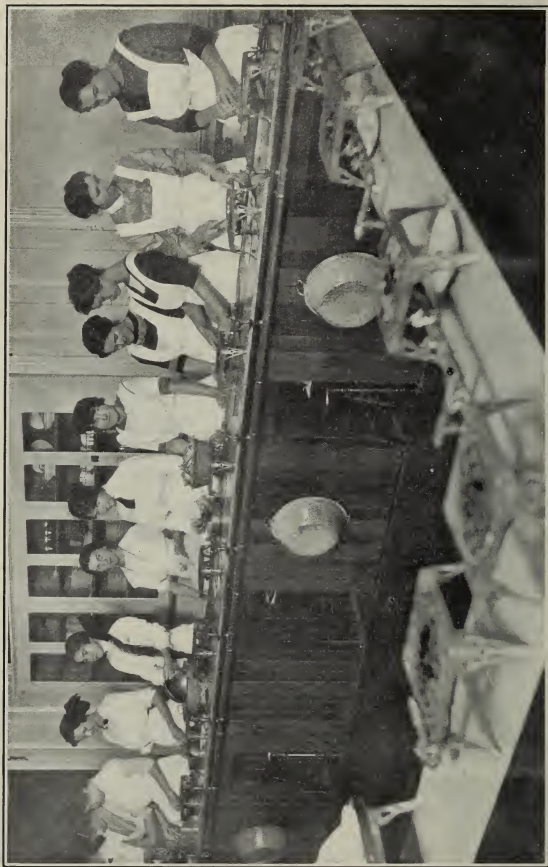
Physical Education. Training School Class in Charge of Student Teacher.



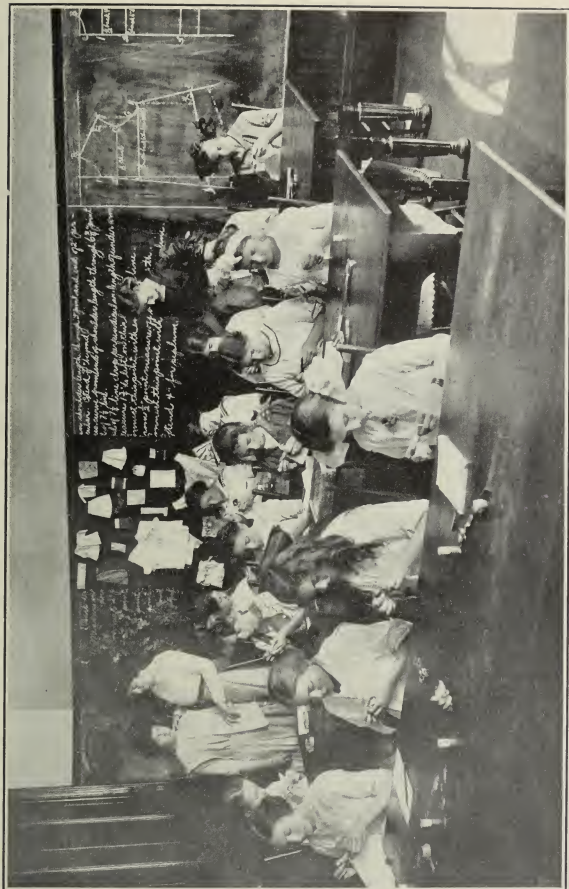
Tennis Courts—East Side.



Cafeteria—Warm Lunches at Cost.

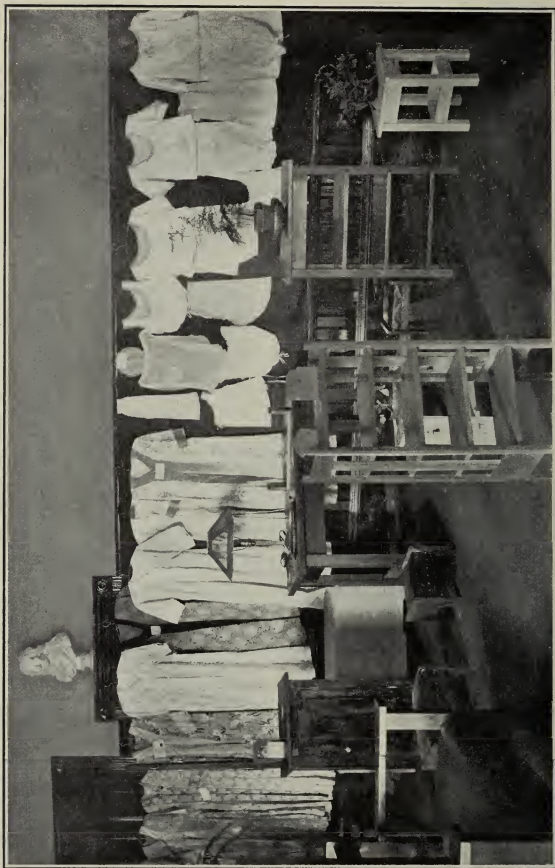


A Domestic Science Class.

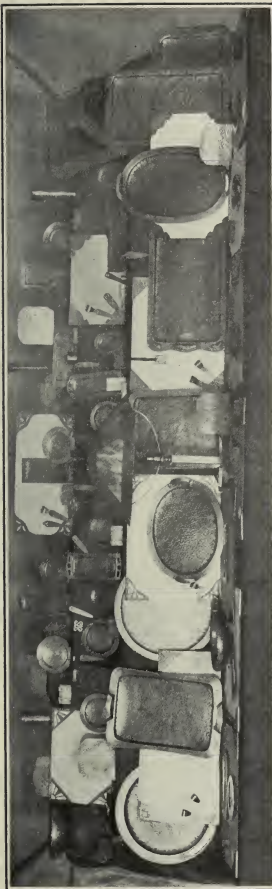


Domestic Art. Student Teachers in Charge of Sewing Classes.

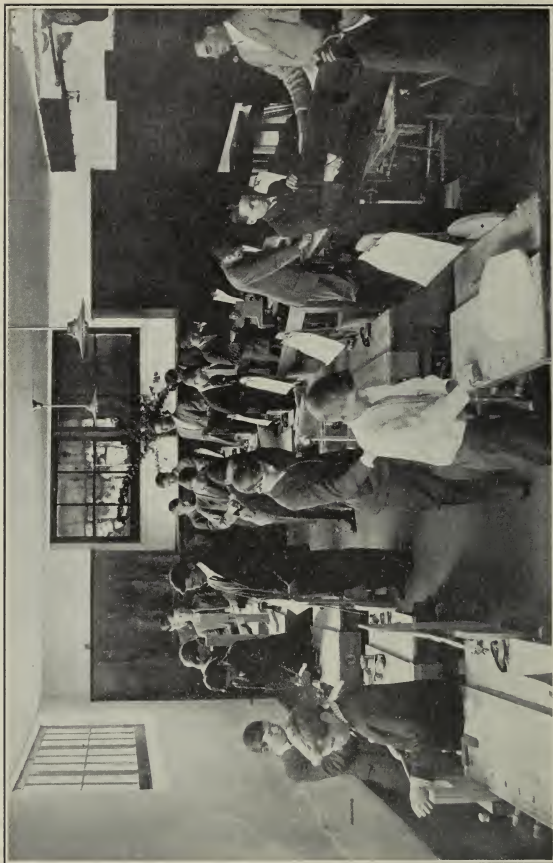




Manual Training and Domestic Art Exhibit.



A. From the Metal Working Class. B. From the Domestic Art Classes.



The Training School. Taught by Student Teachers.



Twenty-sixth Annual Announcement

of the

State Normal School at Chico

California

for the

School Year ending June 17, 1916

CALIFORNIA  
STATE PRINTING OFFICE  
1915



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	<i>Psychology, History and Principles of Education</i>
E. A. POWERS, B.A. (U. C.)-----	<i>Supervisor of Composition</i>
C. H. CAMPER, City Superintendent of Schools, Chico,	
	<i>School Administration</i>
EMMA WILSON-----	<i>Supervisor of Training School</i>
AIMEE JONES, Preceptress-----	<i>Reading and English</i>
LIDA LENNON-----	<i>Supervisor of Music</i>
CLARA M. HETSCHER, B.S. and Educational Diploma of Fine	
Arts (Columbia)-----	<i>Supervisor of Art and Manual Training</i>
VIRGINIA M. KELLY, A.B. (Stanford),	
	<i>Supervisor of Domestic Art and Science</i>
CLARA M. McQUADE-----	<i>Supervisor of Grammar and Literature</i>
ALMA TRABUE--	<i>Physical Education and Assistant in Training School</i>
EVA M. EALAND-----	<i>Supervisor of Domestic Art and Manual Training</i>
BERTHA DAVIS, B.S. (Wisconsin),	
	<i>Principal of Grammar Dept., Assistant Supervisor of Arithmetic</i>
LEILA OSBORN,	
	<i>Principal of Primary Dept., Supervisor of Primary Reading</i>
	<i>Assistant in Manual Arts</i>
ALICE SPROUL-----	<i>Supervisor of Model Rural School</i>

## EMPLOYEES.

HENRIETTE G. THOMAS-----	<i>Librarian</i>
ROSE C. RASMUSSEN-----	<i>Registrar and Assistant Secretary</i>
J. ALBRIGHT-----	<i>Engineer and Janitor</i>
CHAS. BACUS-----	<i>Janitor</i>
HENRY LOCEY-----	<i>Gardener</i>

## CONTENTS.

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	PAGE.
BOARD OF TRUSTEES AND OFFICERS OF THE BOARD-----	3
FACULTY -----	4
CALENDAR FOR 1915 AND 1916-----	6
GENERAL INFORMATION-----	7-11
GRADUATES IN RESPONSIBLE POSITIONS-----	12-14
REGULAR NORMAL COURSE—	
Conditions of Admission and Advanced Standing-----	15
Schedule of Studies-----	16-18
Description of Course in detail-----	19-34
UNIVERSITY CREDITS AND THE HIGH SCHOOL CREDENTIAL-----	35
POST-GRADUATE WORK-----	36
TRAINING SCHOOL-----	37-39
MODEL RURAL SCHOOLS-----	40
NORMAL EXTENSION WORK-----	41-43

## CALENDAR FOR 1915-1916.

### FIRST HALF.

Term opens: Entrance examinations, }  
admission on credentials, and regis- } ----Monday, September 5, 1915  
tration of old and new students---- }

First term ends-----November 5, 1915

School closes, Christmas vacation---Friday afternoon, December 17, 1915

School reopens-----Monday, January 3, 1916

Second term ends-----Friday, January 28, 1916

### SECOND HALF.

Term opens: Entrance examinations, }  
and admission on credentials----- } -----Monday, January 31, 1916

Third term ends-----March 31, 1916

Spring vacation from Saturday, March 31 to-----Sunday, April 9, 1916

Fourth term ends-----Friday, June 16, 1916

Commencement-----Friday morning, June 16, 1916

## GENERAL INFORMATION.

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There are many things which combine to render the State Normal School at Chico a desirable place in which to seek a higher education. The school is located in an environment which is healthful and beautiful and at the same time alive and progressive. The Normal building is situated a few rods from a mountain stream, near the center of a campus of eleven acres. The campus is ornamented with a magnificent growth of trees and flowers equaled by only a few of the properties owned by the State.

Around it lies the city of Chico, a rapidly growing educational and business center of northern California, with a population of about fourteen thousand. Chico has an electric street car system, a sewer system, a handsome new Carnegie library building, situated one block from the Normal grounds, and several fine parks and new churches, and has recently made marked improvements in its streets and public buildings.

The churches and young people's religious societies of Chico give a hearty welcome to all students who wish to avail themselves of their privileges and benefits. The place offers a great deal of opportunity each year for good, wholesome, and cultivating entertainment.

Board and lodging in approved private families averages from sixteen to twenty-five dollars per month. Suites of furnished rooms, in approved private families, may be rented by students who wish to keep house. By clubbing together, such students may reduce expenses to fourteen or fifteen dollars per month. Students who board themselves will be under special supervision, and any evident neglect on their part to provide properly for their wants will be reported to parents or guardians.

The State Normal building is a structure of thirty-six rooms. It is equipped with a modern heating and ventilating plant and water system, library, gymnasium, apparatus, and materials for thorough and efficient work in all departments. This building is especially equipped for industrial and manual training.

Among the features of the school worthy of particular mention as offering special advantages are the Museum, the Library, the Gymnasium, the Training School, and the Assembly Hall.

The Museum is a large, well lighted hall containing an unusually complete collection of specimens. Its contents serve for purposes of illustration in normal and elementary school class rooms.

The Library consists of over eighteen thousand volumes. Its magazine rack contains over fifty current periodicals. The collection of books has been very carefully made. Library privileges are extended fully to all students and to any others who make special application.

The Gymnasium is provided with shower baths, apparatus, and a running track, and is well warmed and ventilated. It is large enough for indoor basket ball. The physical training of the young men and women of the school centers about the Gymnasium, which is one of the busiest and most useful departments of the institution.

The heart of a modern normal school is, of course, that part of the institution in which student teachers develop and prove their fitness for actual classroom duty. The Training School of the Chico Normal is a new and modern grammar school building containing eighteen class rooms. It is situated on the campus but a few steps from the main building with which it is connected by a corridor. Its work is parallel to that of the city school system of Chico and its standards are maintained upon the high plane that prevails in the grammar



schools of that city. Each student is required to spend two periods per day throughout the Senior year actually directing and instructing classes in the Training School. There are more than four hundred children enrolled in training school classes.

Besides the graded Training School there is a model Rural School in its own building upon the Normal campus. In this school every student, before graduation, is given such experience as will enable him to familiarize himself with the peculiar problems of management and method of the ungraded rural school.

The Normal School offers to its students the uses of the large, well lighted and attractive Assembly Hall. This hall has a seating capacity of six hundred. Once every day the students of the school assemble in this room, and here are held all student-body meetings, literary and musical entertainments, and the lectures and lyceum features which are sprinkled throughout the school year.

#### **Tuition is Free.**

Students are required to provide themselves with ordinary student supplies and some of their textbooks. More than half of the texts in use are furnished free from the school library. A co-operative Book Exchange is maintained, where students may exchange, buy, or sell secondhand textbooks.

All students are required to deposit the sum of \$2.50 as a deposit fee and breakage fund. This sum is used to defray the cost of the diploma and other graduation expenses. Students who leave before graduation will receive their deposit, less any charges for loss or damage that may be against them.

All special students who do not plan to become teachers are required to pay, in addition to the deposit above mentioned, the sum of \$5.00 per half year as tuition.

**Student Activities.**

Various phases of school life have given rise to a number of activities, all of which have open membership lists. Athletics are managed by the Young Men's and Young Women's Athletic Associations; the Normal Record, a school magazine, is issued by an editorial staff and board of managers elected by the students. Intersociety debates are held, as well as contests with other normal school teams. The Young Women's Christian Association has a vigorous chapter. The students, as a whole, are organized under the name of The Associated Students of the Chico Normal, for the purpose of transacting business pertaining to general student affairs and of auditing the accounts of the minor organizations. They also maintain a steadily increasing loan fund for the use of students in need of such aid.

**Chapel Exercises.**

Three times each week the chapel period is devoted to exercises of a literary or musical character. The students and faculty of the school prepare and present these programs. Well known speakers or entertainers from without are sometimes secured. One period each week is devoted to a discussion by the students of current topics of world interest.

**The Annie E. K. Bidwell Model Playground.**

The Normal School has recently received from Mrs. Annie E. K. Bidwell the gift of a valuable city lot. This land, adjoining the Normal grounds on the east, has been developed into a modern and model playground. It gives added opportunity for the training of teachers in playground supervision, and furnishes public play space and recreation grounds for many of the children of the city. It means an added usefulness to this school, and an increased advantage to its student-teachers. By means of the training that the playground

offers, it is possible for our Department of Physical Education to prepare special supervisors of playgrounds.

### **Moving Picture Machine and Stereopticon.**

Projection apparatus takes a prominent place in the work of instruction, particularly in the subject of Geography. Student teachers are trained to use the stereopticon and moving picture machines in connection with their work, and this apparatus is used from time to time during chapel programs and on other occasions.

### **The Advantage of Training.**

The demand for trained teachers is growing constantly. While a considerable percentage of those who obtain certificates upon examination remain unemployed, the graduates of the normal schools seldom fail to secure good positions, and their work is coming to be recognized more and more as generally superior to that of the untrained teachers with the same native ability. Graduates of the State Normal School at Chico are now employed in nearly every county of California and in all of its larger cities.

Under the laws of this State, all county and city superintendents and county and city boards of education recognize the diplomas of the State Normal Schools, and issue certificates thereon, which shall entitle the holders thereof to teach in any primary or grammar school.

The institution is open to all who can meet the requirements stated on page 15, and who come prepared to enter an atmosphere of work with the spirit of earnest and aggressive application. Only such will find normal training suited to their needs.

**Our Graduates at Work.**

Over thirteen hundred teachers have been trained and set to work by the Chico Normal. Each year the demand becomes stronger for trained normal graduates. The men who enter and remain in the work make especially rapid progress toward the positions of greater responsibility.

The following incomplete list indicates some of the school positions of greater responsibility now held by our graduates:

Beck, Fred A.	Principal, Novato
Bennett, Ella	Principal, Chico Vecino School, Chico
Boyd, William	Principal, Elk Grove
Brauer, Leslie	Principal, Roseville
Brazier, Irving	Principal, San Rafael High School
Brown, Sam	Professor of Education, Ohio State University
Bruce, Charles	Manual Training, Berkeley
Bruce, Mildred	Domestic Economy, Palo Alto High School
Burch, Harry	Principal, Lincoln
Butzback, Ray	Instructor, Woodland High School
Camper, Charles H.	Superintendent of Schools, Chico
Camper, Ralph	Principal, Williams
Case, Arthur	Principal, Papaikou, Hawaiian Islands
Case, John R.	Agriculture and Athletics, San Jose High School
Chaim, H. I.	Instructor, San Rafael High School
Christian, Artie	Principal, Kirkwood
Costar, Lloyd	Agriculture, Chico High School
Crockett, A. W.	Science Department, S. N. S., Chico
Cuddeback, Emery	District Superintendent, Mill Valley
Dempsey, Fred	Principal, Tuscarora, Nevada
Dows, Annie	Principal, Cotati
Drew, Leland	Principal, Orland
Elder, D. C.	Principal, Red Bluff
Ellington, W. B.	Principal, Biggs
Farrington, Drucilla	Domestic Science and Art, Pittsburgh
Feightner, I.	Principal, Elk Creek
Forum, Mrs. Estelle	Principal, Eagleville
Garvey, Maude	Domestic Science, San Francisco
Goe, Nelson	Manual Training and Music, San Rafael
Goe, Nola	Music, Ross Valley
Golway, Robert	Principal, Gridley
Gostick, Charles	High School, Woodland
Griffith, Elizabeth	Instructor, Intermediate School, Chico
Hayland, T. N.	Principal, Cordora

Hedge, John	Manuel Training and Agriculture, Gridley High School
Hetschel, Clara M.	Supervisor of Art, S. N. S., Chico
Hetschel, Mary	Instructor, Downey High School
Hoffman, Freedom	Supervisor, S. N. S., San Francisco
Hudspeth, Ernest	Principal, Oakland
Johnston, Edna	Music, Chico Public Schools
Jones, Aimee M.	Preceptress and English, S. N. S., Chico
Kaull, Lavinia H.	Director of Physical Education, Sacramento
Kennedy, Clarice	Music, Meridian
Kirk, Barbara	Music, Arbuckle
Kissling, Rudolph	Principal, Davis
Knight, Eugene	Principal, San Rafael
Kynoch, Walter	Principal, Marysville
Lang, Mamie B.	County Superintendent, Tehama County
Lee, Edwin	Critic Teacher, Spyers School, Columbia University
McDaniel, Tennant	Principal, Maxwell
McPeak, Horace	Principal, Blythe
McQuade, Clara M.	Grammar, S. N. S., Chico
Marshall, M. Ella	Kindergarten, Oakland
Mitchell, Iris	Director of Physical Education, Santa Cruz
Morrison, Fred. B.	Principal, Stockton
Mortensen, George	Principal, Oakland
Morton, C. Earl	Principal, Rocklin
Neher, Van A.	Principal, Fair Oaks
Noblet, Fayette	Instructor, Orland High School
Osborn, Leila	Principal Primary Dept., S. N. S., Chico
Padan, Eugene	Vice-Principal, Auburn
Parker, James	Assistant City Superintendent, Bakersfield
Parker, Luther	Superintendent Barrio School, Pampagni Province, P. I.
Paxton, Elwin	Principal, Modesto
Peters, W. J.	Supervisor of Manual Training, Petaluma
Pottle, Myrna	Principal, Riverside
Ray, J. C.	Principal, Marysville High School
Ray, S. S.	Principal, Sutter City High School
Richardson, Bruce	Principal of High School, Ambos, Camariner, P. I.
Robbins, S. P.	Principal, Oakdale School, Chico
Rubbelsburg, Florence	Domestic Science and Art, Suisun High School
Sauber, H. H.	Principal, College City High School
Shaw, Ella	Domestic Science, Berkeley
Simons, Robt. R.	Principal, Etna Mills
Sisk, Richard	Principal, Chico
Smythe, Edwin	Vice-Principal, Alameda
Stansbury, Angelina	Supervisor of Art, Chico High School
Stebbins, C. A.	Supervisor, S. N. S., Chico
Stribley, Arthur	Principal, Cedarville
Taylor, Bessie	Domestic Science, Manila, P. I.

Thomas, Wade	District Superintendent, San Anselmo
Trabue, Alma	Director of Physical Education, S. N. S., Chico
Troxel, Harry	Drawing and Music, Oroville
Vadney, Addie	Instructor, Lompoc High School
Vadney, Olive	Stenography and Bookkeeping, Chico High School
Wallace, William	Superintendent, Manila, P. I.
Watterson, Irvin	Supervisor of Physical Education, Oroville
Wick, Jennie	Supervisor of Music, York College, Nebraska
Williams, Albert	Principal, Red Bluff

Trained teachers are being sought as rapidly as they can be supplied. Especially is there a dearth of able and earnest *young men*. Such young men as desire to secure special qualification in Manual Training or Agriculture are enabled to do so in the Chico Normal. Special ability in these lines, added to general qualifications as a teacher leads invariably to rapid promotion and progress to positions of higher responsibility.

#### **To Superintendents, Principals, and School Trustees:**

The placing of a teacher where he may do his best work is often just as important as his training. Many a good teacher is handicapped by an ill-fitting assignment of work. This institution is willing to aid in supplying teachers to suitable positions at any time that it may have graduates who are candidates for appointment.

Special teachers in Music, Domestic Science, Art or Manual Training can be furnished also; or sometimes teachers can be found who will instruct in one or more of these special subjects for part of the time, say half a day, and fill out the rest of the day with instruction in the common branches.

Applications for teachers should be addressed in care of the president of the school, and should contain a statement of the conditions under which the teacher must work. Needless to say, no candidate will be recommended for a position who does not seem to warrant the full conviction that he or she will meet with complete success in assuming the duties that the particular place involves.

CONDITIONS OF ADMISSION AND GRADUATION.

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**Regular Normal School Course.**

This is a strictly professional course of study and training.  
Qualifications for admission:

1. Applicant must be of reasonable maturity, of good moral character, and in sound, physical health.

2. Applicant may be admitted without examination: (a) When a graduate of an accredited high school and recommended by the principal of that school; (b) at the discretion of the faculty, when holding a high school diploma or a first grade teacher's certificate, granted in another state than California; (c) when qualified by experience as a teacher or by the possession of a grammar certificate to teach in the State of California.

3. For advanced standing, applicants must present approved credentials, showing work and training in advance of that indicated above.

4. All applicants for admission to this course must sign the following declaration:

I hereby declare that my purpose in seeking admission to the State Normal School at Chico is to fit myself for teaching, and that I intend to teach in the public schools of California or of the state or territory in which I reside.

All persons contemplating entering the Normal should send for a recommendation blank, which should be filled out by the principal of the school attended, and should then be forwarded to the Chico Normal.

Those who desire to take work leading to special diplomas will be admitted upon credentials showing not less than the above general academic fitness, and such additional academic preparation as may be necessary as a foundation for the special work which they desire to teach.

## COURSE OF STUDY.

## First Year.

*Junior B.*

## Required :

Educational Psychology-----	4 periods a week, 20 weeks--	1 unit
Pedagogy -----	4 periods a week, 10 weeks--	$\frac{1}{2}$ unit
Grammar -----	4 periods a week, 10 weeks--	$\frac{1}{2}$ unit
Academic Tests and Reviews--	4 periods a week, 20 weeks--	1 unit
Physical Education-----	1 period a week, 20 weeks--	$\frac{1}{4}$ unit

*Junior A.*

## Required :

Educational Psychology-----	4 periods a week, 10 weeks--	$\frac{1}{2}$ unit
School Administration-----	4 periods a week, 10 weeks--	$\frac{1}{2}$ unit
Physical Education-----	1 period a week, 20 weeks--	$\frac{1}{4}$ unit
School Law-----	1 period a week, 20 weeks--	$\frac{1}{4}$ unit
Prep. Methods in Music and Art	4 periods a week, 20 weeks--	1 unit
Prep. Arithmetic and Methods--	4 periods a week, 10 weeks--	$\frac{1}{2}$ unit
Prep. History Methods-----	4 periods a week, 10 weeks--	$\frac{1}{2}$ unit
Prep. Science Methods-----	4 periods a week, 10 weeks--	$\frac{1}{2}$ unit
Prep. Geography Methods-----	4 periods a week, 10 weeks--	$\frac{1}{2}$ unit
Prep. English Methods-----	4 periods a week, 10 weeks--	$\frac{1}{2}$ unit

Electives may be provided by special arrangement with class teacher.

## Second Year.

*Senior B.*

## Required :

Teaching -----	10 periods a week, 20 weeks--	2 units
Methods concurrent with teaching-----	2 or 1 $\frac{1}{2}$	units
Physical Education-----	1 period a week, 20 weeks--	$\frac{1}{4}$ unit

*Senior A.*

## Required :

Teaching -----	10 periods a week, 20 weeks--	2 units
Methods concurrent with teaching-----	2 or 1 $\frac{1}{2}$	units
Physical Education-----	1 period a week, 20 weeks--	$\frac{1}{4}$ unit



The methods work referred to in the Senior B and Senior A terms, above, consists of the following courses:

Arithmetic Seminar-----	Senior B or A, 4 periods a week, 10 weeks--	$\frac{1}{2}$ unit
History Seminar-----	Senior B or A, 4 periods a week, 10 weeks--	$\frac{1}{2}$ unit
Art and Music Seminar--	Senior B or A, 4 periods a week, 10 weeks--	$\frac{1}{2}$ unit
Science Seminar-----	Senior B or A, 4 periods a week, 10 weeks--	$\frac{1}{2}$ unit
English Seminar-----	Senior B or A, 4 periods a week, 10 weeks--	$\frac{1}{2}$ unit
Geography Seminar-----	Senior B or A, 4 periods a week, 10 weeks--	$\frac{1}{2}$ unit
Composition, Spelling and Writing Seminar-----	Senior B or A, 4 periods a week, 10 weeks--	$\frac{1}{2}$ unit

This work can not be definitely assigned as of the Senior B or Senior A term. Each seminar must be attended in connection with teaching assignments in the same subject. No teaching assignments will be made unless student teachers are able to register for the accompanying methods seminars. Three of these courses may be taken in the Senior B and four in the Senior A; or four of them may be required in the Senior B and only three in the Senior A, according to the nature of the assignments in teaching.

All the foregoing work must be taken by all regular students save those especially excused from parts of it because of advanced standing.

Twenty units of work are required for graduation. Each term's work should, therefore, include at least five units. Additional courses may be prescribed according to the student's needs as determined by his previous education and the character of his work here. In cases where students have had courses equivalent to any given above, they may substitute electives with the consent of their class teacher.

All the men of the school, both faculty and students, engage in regular physical exercise and recreation after 3:30 p.m. on Tuesdays and Thursdays. This work has proved itself of the greatest value and is required of all.

The following electives are provided. Students may register for any of these with the consent of the class teacher, provided the courses selected do not conflict with prescribed work.

Elective Teaching of Manual Training, Domestic Art, Domestic Science, Physical Education and Playground Supervision and Extension Work with necessary seminars and conferences-----			credit as arranged
Hygiene and Health-----	4 periods a week, 20 weeks--	1 unit	
Reading -----	4 periods a week, 20 weeks--	1 unit	
Twentieth Century Problems--	4 periods a week, 20 weeks--	1 unit	
Economics -----	4 periods a week, 10 weeks--	$\frac{1}{2}$ unit	
History of Education-----	4 periods a week, 20 weeks--	1 unit	
Library Economics-----	4 periods a week, 10 weeks--	$\frac{1}{2}$ unit	
Manual Training-----	4 periods a week, 20 weeks--	1 unit	
Prep. Methods in Manual Train- ing -----	4 periods a week, 20 weeks--	1 unit	
Manual Training Seminar-----	2 periods a week, 20 weeks--	$\frac{1}{2}$ unit	
Recreational Industrial Course, Saturday mornings-----			credit as arranged
Special Manual Training-----	4 periods a week, 20 weeks--	1 unit	
Metal Work-----	4 periods a week, 20 weeks--	1 unit	
Domestic Science-----	4 periods a week, 20 weeks--	1 unit	
Domestic Art-----	4 periods a week, 20 weeks--	1 unit	
Special Art-----	4 periods a week, 20 weeks--	1 unit	
Special Music-----	4 periods a week, 20 weeks--	1 unit	
Preparatory Art*-----	4 periods a week, 10 weeks--	$\frac{1}{2}$ unit	
Preparatory Music*-----	4 periods a week, 10 weeks--	$\frac{1}{2}$ unit	
United States History*-----	4 periods a week, 20 weeks--	1 unit	
Civics* -----	4 periods a week, 20 weeks--	1 unit	

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\*Required of all who have not successfully completed this work in their high school course.

## DESCRIPTION OF COURSES.

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### DEPARTMENT OF EDUCATION.

#### **Academic Tests and Reviews: Junior B.** *20 weeks; required.*

The purpose of this course is to test and provide reviews in the common branches of the elementary school. Students showing a deficiency in preparation are required to make up their work before entering upon the Junior A preparatory methods courses. A part of the time of this course is given to a study of health and hygiene from the point of view of public school keeping.

*Dr. Stamper.*

#### **Educational Psychology: Junior B.** *20 weeks; required.*

A consideration of the human mind from the standpoint of modern study in psychological and experimental fields, with special attention to mental phenomena in process of growth. Emphasis is placed on those phases of psychology which are thought to be most immediately helpful for teachers. Text-book, Bett's "The Mind and Its Education."

*Mr. Meriam.*

#### **Pedagogy: Junior B.** *10 weeks; required.*

Student habits and ideals.

Development by discussion and reference work of the principles of elementary education, with special reference to the fundamentals of good method.

*Mr. Ware.*

#### **School Administration: Junior A.** *20 weeks; required.*

Here will be considered principles of good class management; the development of effective habits of school administration and class-room routine; planning daily programs; the maintenance of discipline; the physical care of school children; reports and records.

*Mr. Meriam and Miss Wilson.*

**Teaching: Senior B and A.** *40 weeks; required.*

In addition to observation in the Training School earlier in the course, students must teach in the Training School two periods per day throughout the Senior year, engaging, so far as possible, in all the activities contingent upon good school-keeping.

**History of Education:** *20 weeks; elective.*

A survey of the leading movements and thinkers in education, for the purpose of tracing the development of educational systems, principles, and problems, especially those that have helped to shape modern educational thought and practice. Library work and discussions. Textbook, Parker's "History of Modern Elementary Education." *Mr. Meriam.*

**Monitor Service.**

All student-teachers, according to their ability and their needs, are required to discharge various sorts of monitor service. This work may consist of chapel activities, playground supervision, direction of cafeteria, halls and cloak rooms, the keeping of registers, and other duties rich in training value for prospective teachers. The fitness of students for teaching will be determined in part by the spirit and efficiency with which these duties are discharged.

**Current Events.**

There is also a general school exercise held at chapel time each Monday afternoon, in which students are expected to report items of common interest gained from the reading of newspapers and current literature. It is assumed that all progressive teachers are interested in the life of the world about them, and this exercise is intended to promote intelligent criticism of the news of the day.

## DEPARTMENT OF ENGLISH.

**Preparatory English Methods: Junior A.** *10 weeks; required.*

This course includes general methods of teaching in literature, grammar, reading, spelling, and composition.

*Mr. Powers, Mrs. McQuade, Miss Jones, and Miss Osborn.*

**English Seminar: Senior B or A.** *10 weeks; required.*

The course is given only to those who are at the same time teaching the English subject in the Training School. It deals with the specific problems that rise out of actual class-room experience and includes the direction and correction of the work of the student-teachers.

*Mr. Powers, Mrs. McQuade, Miss Jones, and Miss Osborn.*

**Reading: Junior A.** *20 weeks; elective.*

Required of all who are found to need special voice training. Class and individual work for correct placing, increased flexibility, and pleasing quality of tone. Phonics, drills in articulation. Practical work in oral interpretation, narrative, descriptive and didactic reading, public speaking. Text used, "Foundations of Expression," by Curry. *Miss Jones.*

**Grammar Content and Method: Junior B.** *10 weeks; required.*

The aim of this course is to give the prospective teacher a thorough understanding of the work she is to accomplish in grammar, including a review of the fundamentals of English Grammar and the discussion of methods and means of grammar instruction in the grades. This course has been found a necessary preparation for successful class-room practice.

*Mrs. McQuade.*

**Special Language and Composition.** *20 weeks.*

It is expected that all students will be able to speak and write simple, plain English with reasonable accuracy. Those who are found, in the Tests and Reviews course, to be deficient in this requirement will be remanded to this Special Language and Composition course until reasonable proficiency is secured. No normal credit is given for this special work. *Mr. Powers.*

**Special Writing:** *10 weeks.*

It is expected that all students will be able to write a fairly good muscular writing on blackboard and with pen and ink. Those who are found in the Tests and Review course to be deficient in this elementary requirement will be remanded to this course in special writing until reasonable proficiency is secured. No normal credit is given for this special work.

*Miss Trabue.*

**Theory and Practice of Library Work.**

This course takes up the relative value of different reference books, discusses the worth of different types of supplementary material, and lays particular emphasis upon desirable pleasure reading for grammar school children. It comprises also an understanding of the best principles of library organization and abundant practice in library activities of all kinds. To be given only to those who make special arrangements for it.

**DEPARTMENT OF MATHEMATICS.****Arithmetic and Preparatory Methods: Junior A.** *10 weeks; required.*

The purpose of this course is to prepare student-teachers in the most fundamental parts of the subject-matter of arithmetic and in the most essential features of method that they will need in teaching arithmetic in their Senior year. The course of study forms the basis for a portion of the work in arithmetic methods. Instructions are given concerning observation and other matters pertaining to the work of getting ready to take charge of classes.

*Dr. Stamper.*

**Arithmetic Seminar: Senior B or A.** *10 weeks; required with teaching.*

The main purpose of this seminar is to perfect a co-ordination between teaching practice and recommended methods. The student-teacher receives her directions in the seminar. Her teaching is inspected daily by the supervisor of arithmetic or assistant supervisor, and any comments on her work are made later in the seminar or through special conference.

Teachers are given work in arithmetic and methods beyond that required in the Junior A course. Class work in arithmetic consumes a good share of the time given to this course.

*Dr. Stamper and Miss Davis.*

#### DEPARTMENT OF HISTORY AND POLITICAL SCIENCE.

**Economics: Junior A.** *10 weeks; elective.*

This course aims to give a brief outline of those principles of economics which are most often met with in practical everyday life. It is designed to help the student to an understanding and appreciation of the underlying principles of present-day industrial movements, with special emphasis on problems of importance to rural communities. Carver's "Principles of Rural Economics," library references and lectures.

*Mr. Meriam.*

**School Law: Junior A.** *5 weeks; required.*

This course gives a comprehensive study of the organization of the school system, the powers and duties of the different educational officials, and especially the duties and privileges of teachers. Emphasis is laid on those laws the teacher actually comes in contact with in school work.

*Supt. Camper.*

**Preparatory History Methods: Junior A.** *10 weeks; required.*

The aims of this course are: (1) to treat the educational value of history in order to see reasons for teaching history at all, and to see what it may accomplish in the scheme of education. It is necessary to know what results are expected before selecting the subject-matter and the methods of presenting it; (2) to get the spirit of history; (3) to get the principles of teaching history; (4) to get the principles of selection of history material for teaching; (5) to get specific methods of teaching history in the grades. Lectures and assigned readings.

*Dr. Miller.*

**History Methods: Senior B or A.** *10 weeks; required.*

All students when teaching history will be required to take Senior history methods. The work will deal with the immediate problems that arise in the work and such additional discussion of courses of study, class management, etc., as may seem called for at the time.

*Dr. Miller.*

**Twentieth Century Problems.** *20 weeks; elective.*

This course involves the discussion and study of modern world problems. It is thought that an intelligent acquaintance with the principal topics of modern public interest is of fundamental value to every citizen and particularly worth while to the teacher.

*Mr. Meriam.*

**DEPARTMENT OF PHYSICAL SCIENCE.****Preparatory Geography Methods: Junior A.** *10 weeks; required.*

The primary purpose of this course is to bring the student to a realization of the importance, scope, and sources of geographic information. The course of study is taken up and discussed so as to have a clear understanding of the reasons for each part, as well as the way in which the parts are linked together.



The State Series Geographies will be studied for the purpose of evaluating the different topics so that each may be given its proper emphasis and due allotment of time.

In this course and the one following the attempt will be made to have each one become familiar with a number of the best supplementary books on the subject, so as to form a basis for the selection of such books for the school library.

*Mr. Studley.*

**Geography Seminar: Senior B or A.** *10 weeks; required.*

This course is to parallel the work of the student-teacher in the Training School. The time will be spent according to the needs of the class in conferences, readings, recitations, and lectures designed to give the student a grounding in the best methods of teaching geography in the public schools of the State.

To be taken by students teaching geography in the Training School under the direction of the Supervisor of Geography, to whom, through these classes, they will report for criticism on work accomplished and advice as to work to be done.

*Mr. Studley.*

## DEPARTMENT OF BIOLOGICAL SCIENCE.

**Preparatory Science Methods: Junior A.** *10 weeks; required.*

With the garden as a unifying center, a study is made of the forces which are at work therein, both physical and biological in nature. Capillary action, composition of soil, and the like are studied by experimentation in the class-room and in the field. Birds, insects, and other animals are studied in their relation to the home or the school garden. The purpose of the course is to prepare student-teachers in subject-matter and methods.

*Mr. Stebbins.*

**Science Seminar: Senior B or A.** *10 weeks; required.*

In the seminar work student-teachers are taught to apply in the Training School the subject-matter and method obtained in the preceding course and in previous training.

A rather careful survey is made of the best methods in teaching nature study and health and hygiene in elementary grades.

*Mr. Stebbins.*

**Rural School Extension.** *20 weeks; elective.*

The students of this class prepare and ship collections of minerals, seeds, shrubs, trees, bird skins, and the like to schools requesting them, and assist directly in working out practical problems in administration or instruction.

*Mr. Stebbins.*

**Health and Hygiene.** *20 weeks; elective.*

The purpose of this course primarily is to teach students to live more hygienically. By means of a health score card a great deal of emphasis is laid on each day's living. Students are not graded so much on what they know about hygiene as on how they practice hygiene.

A careful survey is made of sanitary types, such as a dairy, a butcher shop, a bakery, a home, a city, a school. Score cards are compiled and used as a basis for study on tours of inspection.

Considerable attention is given to school hygiene. The students learn by actual contact with children how to discover the defective child and how best to care for the same.

*Mr. Stebbins.*

**DEPARTMENT OF ART.****Preparatory Art.** *10 weeks; required of all who have not had equivalent high school work.*

In this course the fundamentals of composition, line, mass, and color, as applied to problems in Representative or Free-hand Drawing and Design are taught.

The texts used are: "Composition," Dow; "Art Education for High Schools," Prang.

Students entering the Normal may receive credit by examination in the above course. *Miss Hetschel.*

**Illustrative Blackboard Drawing.** *One period a week; required in connection with Tests and Reviews.*

This work is designed to train teachers to use the chalk in an illustrative way in teaching geography, literature, history, and other school subjects. *Miss Hetschel.*

**Preparatory Methods in Art: Junior A.** *10 weeks; required.*

Principles and methods of teaching Arts of Drawing, Construction, and Design. Each will be considered in detail, with suggestions as to the best texts, practical devices, sources and preparation of materials, and lesson steps for both primary and grammar grades. This course is preparatory to teaching in Art classes in the Training School. *Miss Hetschel.*

**Art and Music Seminar: Senior B or A.** *10 weeks; required with teaching.*

Discussion of questions, methods and materials that arise in the classroom. Demonstration and instruction when necessary. Criticism and comparison of results. *Miss Hetschel.*

**Special Art.** *20 weeks; elective.*

Prerequisite: Preparatory Art, or its equivalent.

This course is part of the work for students who wish a special recommendation or credential for teaching art. The course includes advanced work in composition as applied to Representative Drawing and Design; the working out of a course of study for the grades; and the compiling of available material. It also includes work in Art History and Picture Study. *Miss Hetschel.*

**Special Metal Work.** *20 weeks; elective.*

Prerequisite: Elementary Manual Training. Work in the flat and round in copper and brass, including work in surfacing, piercing, brazing, and enameling. Open only to those who are specializing in manual branches. *Miss Hetschel.*

**Primary Handwork.** *20 weeks; elective.*

This is a practical course in elementary hand work, including construction in the following materials: clay, paper, cardboard, yarn, reed, raffia, and wood. Methods of presentation adaptable to grade or recreational work, are given with the construction. *Miss Hetschel and Miss Ealand.*

**DEPARTMENT OF MANUAL ARTS.**

All work in Manual Training is strictly of a professional nature. Credit will be given only to those who carry the work through to successful teaching.

**Elementary Manual Training.** *20 weeks; elective.*

This course is designed to give a general knowledge of woods, a reasonable degree of skill in the use of wood-working tools, and such knowledge of mechanical drawing as shall enable the student to make and read with rapidity the working drawings of plans and elevations necessary for construction. Method of staining, shellacking and waxing shall also be considered. *Miss Ealand.*

**Preparatory Manual Training Methods.** *20 weeks; elective.*

Prerequisite: Elementary Manual Training or its equivalent. Development by discussion and reference work of the underlying principles which have guided the leading movements and leaders in the Manual Training world of today. The prospective teacher is given such an understanding of the fundamental principles that he may readily adapt a well-graded course to meet the needs of any community.

Specific methods of teaching a practical grammar grade course of mechanical drawing and woodwork.

Equipment: Cost, care, use and industrial processes involved in the making of tools and materials used in construction.

Wood: Range, distribution, characteristic properties, commercial value and uses, lumbering, milling, seasoning, forest preservation.

Finishing materials: Composition and use in connection with construction.

Making blue prints.

*Miss Ealand.*

**Theory and Practice of Teaching Manual Training.** *20 weeks elective.*

Prerequisite: Preparatory Manual Training Methods.

This course consists of actual teaching of grammar grade Manual Training; Manual Training Seminar, which deals with specific problems arising out of actual class-room experience; and such additional discussions as may be deemed necessary for the correction and guidance of the work of student-teachers.

*Miss Ealand.*

**Special Manual Training.** *20 weeks; elective.*

Prerequisite: Elementary Manual Training or its equivalent.

Advanced work in Mechanical Drawing and Design as applied to construction. Students will design, construct, assemble and finish a piece of furniture involving the principal points used in carpentry and joinery.

*Miss Ealand.*

**Recreational Industrial Course.** *Elective.*

The primary purpose of this course is to bring the student to a realization of the value and resources of recreation as a means of directing the natural activity and desires of the child into channels of natural outlet, which will not only bring

happiness into his life, but will yield the most helpful results in developing creative power. The work seeks to satisfy the desire for action by construction, rather than by destruction.

It consists of actual teaching, under supervision, Saturdays from nine to twelve a.m., of all phases of industrial and physical education with frequent periods for seminars in method.

This work may be taken by students who have had preparatory work in any of the following subjects: Manual training, sewing, cooking, toy making, primary handwork, story telling, playground work, schoolroom gymnastics, folk dancing, music, and art. Any special preparation that may be necessary for assignment to this course will be provided and credit will be given for such work.

*Miss Ealand.*

#### DEPARTMENT OF HOME ECONOMY.

All work in Home Economy is strictly of a professional nature. Credit will be given only to those who carry the work through to successful teaching.

##### DOMESTIC ART.

**Domestic Art.** *20 weeks; elective.* (Girls only.)

This course is intended as a preparatory course for teaching the subject. The work of this course ranges from simple to complex, including hand and machine work, drafting of patterns, and the cutting and making of garments. This work must be followed by actual experience in the teaching of sewing.

*Miss Kelly.*

**Theory and Practice of Teaching Domestic Science.** *20 weeks elective.*

This work may be taken only by those who have had preparatory domestic science. It consists of actual teaching of grammar grade classes in cooking, conferences and seminars in method, instruction in planning and providing domestic

science equipment, and lessons in ordering groceries and supplies. It places special emphasis upon successful planning and execution of lessons.

*Miss Kelly.*

### DOMESTIC SCIENCE.

**Domestic Science.** *20 weeks; elective.* (Girls only.)

This work is required of all students in the Industrial and Normal Preparatory Course. It is especially recommended as an elective for the present Sixth Term and Junior B students.

In this course instruction is given in plain cooking, serving of foods, dietetic values, home sanitation, and the art of good housekeeping. It must be followed by the teachers' course in Theory and Practice of Teaching Domestic Science.

*Miss Kelly.*

**Theory and Practice of Teaching Domestic Art.** *20 weeks; elective.*

This work is only for those who have had the preparatory work in domestic art. It consists of actual teaching of grammar grade sewing under supervision, with frequent periods for seminars in method. From it the student-teacher should be able to learn how to organize, equip, and teach skillfully a practical grammar grade course in sewing.

*Miss Kelly.*

### DEPARTMENT OF MUSIC.

**High School Music.** *10 weeks; required of all who have not had equivalent high school work.*

The purpose of this ten weeks' course is to acquire enough musical experience to qualify for succeeding methods courses. It establishes for the student the following elementary standards of attainment:

*Imitation:* To repeat accurately the singing of any ordinary phrase of grammar school songs.

*Use of Voice:* (a) To sing in original key for at least sixteen measures; (b) To feel degrees of emphasis and contrast, and to

express them by changing voice quality; (c) To sing primary school songs with taste.

*Rhythm:* (a) To discover the measure of music played upon the piano; (b) To locate primary stress; (c) To tap correctly notes used one to a beat, then beats divided by two, three, and four.

*Melody:* (a) To recognize common melodies sung without words; (b) To find the keynote, its third and its fifth, of simple songs sung by teacher or the class; (c) To distinguish between major and minor tonality; (d) To read from the staff, melodies in one key, selected from any textbook of common use in third primary grade; (e) To apply the syllables, *do, re, me, fa, sol, la, ti*, in singing a simple melody at first hearing.

The results of this work are tested solely by individual answers, expressed by singing, reading, writing, and the expression of musical judgments. No literary product, *i. e.*, definitions, theory, history of music, or secondhand information, is of the slightest value *if offered as a substitute for personal power.*

Music, as an expression, is a motor subject. The test of proficiency is how much and how well can the student create it, teach it, control it. Until students retain the primary idea in their own consciousness and create the second point or new step, through their own independent powers, no real teaching has been done. Without this, music work becomes only imitative or memoristic training and fails utterly as a branch of real education.

Students who prove, by test, that they are qualified to meet the standards required for the completion of this course will be given credit for the work and will be excused from taking it. It is very much to the advantage of high school students, who expect to attend this Normal School, to take work that will cover the simple essentials of this preparatory course.

*Miss Lennon.*



**Preparatory Methods in Music: Junior A.** *10 weeks; required.*

This course reviews the entire subject of music with reference to educational principles involved at all points.

Melody, through imitation and original construction; written and read; pointed upon vertical scale and staff.

Rhythm, through movement, poetry, motion songs; recognize measure, stress, duration; read and write these same facts.

Harmony, recognized from piano; three primary harmonies, dominant seventh chord; these studied in trios and quartette.

All material such as is usable in public schools.

*Miss Lennon.*

**Music and Art Seminar: Senior B or A.** *10 weeks; required with teaching.*

Discussion of all questions arising from classroom practice; chorus or mass singing; emotional tone, blend, balance; children's voices, vocal exercises, discussion of texts, material, and methods.

General classroom practice. Individual demonstration of all points and teaching of classmates to be expected at any time.

*Miss Lennon.*

**Special Music.** *20 weeks; elective.*

Prerequisites: Ability to play the piano accompaniment to choruses of medium difficulty. Textbook, Shepherd's "Harmony Simplified." Four-part exercises in open and close harmony, transpositions, ear training. Study of standard compositions (instrumental and four-part chorus) for application of harmony and related keys.

*Miss Lennon.*

**Chorus Work.**

All students are required, during the time of their attendance at this school, to be present and take part in chapel chorus drill and training. At the present time one period a week is set aside for this work.

*Miss Lennon.*

**DEPARTMENT OF PHYSICAL EDUCATION.**

The professional work in this department is designed to provide a training course for teachers. It includes training and practice in the proper conduct of gymnastic exercises, playground activities, and health and development work in the public schools. All students are *required* to take this work unless excused by the director.

**Physical Education: Teachers' Course.** *Four terms, one period per week required as follows:*

*Junior B Class:* Practical talks on organization, equipment, and supervision of school playgrounds, schoolroom gymnastics and games for grades I and VIII. *Miss Trabue.*

*Junior A Class:* Gymnastic stories for grades I and II. Folk plays for grades I-VIII. *Miss Trabue.*

*Senior B Class:* Health of the teacher, the physical care of children in the schoolroom and on the playground. The course includes talks on First Aid, the treatment of bruises, cuts, strains, sprains, dislocations, and fractures, with practice in the application of bandages. *Miss Trabue.*

*Senior A Class:* Practical work on the playground and in the gymnasium with Training School classes. *Miss Trabue.*

**Physical Exercise and Recreation for Men.** *Two periods per week, Tuesdays and Thursdays at 3:30, throughout the course.*

This work is required of all men in the school.

*Mr. Stebbins.*

## UNIVERSITY CREDITS AND THE HIGH SCHOOL CREDENTIAL.

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Attention is called to the fact that arrangements are now complete whereby advanced credit will be given to the specially recommended graduates of any one of the State Normal Schools. When conditions have been complied with, Normal graduates may be admitted to the University with advanced credit in the amount of from 32 to 48 units. The maximum credit (48 units) will be allowed when the applicant can, in one semester's work at the University, complete the requirements for the Junior Certificate.

Graduates of this school with proper prerequisites who desire to secure the high school credential entitling them to teach in any high school in California may do so without disadvantage. The University will allow them two years of advanced standing (one and one half undergraduate, and one half post-graduate) on the five-year course that leads to the credential.

## POST-GRADUATE WORK.

The library, apparatus, and faculty of the school will be at the service of those graduates of the school, or of others who are teachers in the State, who wish to do special graduate work, in so far as such work does not conflict with the regular conduct of the school. It very often happens that many who teach for a part of the year find themselves free for further study and could work in the methods classes or reading in the library while the school is still in session. This special work, whether in laboratories, library, or classes, can be planned and directed by members of the faculty in such a way as to be of great benefit to those who wish to undertake it. Graduates are invited to correspond with members of the faculty whenever they find themselves in need of such information or assistance as the faculty can give.

## SPECIAL COURSES.

This Normal School is now prepared to train special teachers in Art, Music, Domestic Science and Art, Manual Training, and Physical Education. The standard length of time of such special courses of training will be one school year, but the actual time in any given case will depend very largely upon individual qualifications.

Special students will be admitted upon such qualifications of experience and training as may deemed satisfactory. Each case will be given individual consideration according to its merits.

At the present time this special work is given under the close personal supervision of the heads of the departments, and will involve assignments of work as assistant supervisor of student-teachers. The opportunity for an intimate responsible contact with problems in all the different grades and phases of the work is thus assured such students as may desire this work.

## TRAINING SCHOOL.

The Training School is open to the children of Chico and vicinity, and includes the following departments and grades:

Primary -----	Grades 1, 2, 3, 4.
Grammar -----	Grades 5, 6.
Intermediate -----	Grades 7, 8, 9.
Model Rural School -----	Ungraded.

Above the Fourth Grade children are promoted by subjects, and individuals are advanced in each subject as rapidly as their standing warrants. Pupils successfully completing the eighth year are granted elementary diplomas. Those completing the Ninth Grade are eligible to a three-year high school course.

Vocational training is emphasized, courses being offered in Advanced Manual Training, Metal Work, Domestic Science, and Domestic Art.

The Training School maintains an excellent and progressive course of study. Children who attend enjoy unusual advantages, as, in addition to being under the care of superior teachers, the library, museum, gymnasium, lecture-room equipped with lantern and slides and moving picture machine for illustrative work, and apparatus of the entire institution are placed at their service. The subject-matter of the Course of Study contains much material never offered in the grades of the ordinary public schools, and is the result of careful selection in consultation with the specialists of the entire faculty. The curriculum contains no fads. To read, write, and speak good English, and to perform the necessary arithmetical operations in every-day business life are recognized as the fundamentals of a practical education, and as such receive first consideration.

Throughout the entire course, practical industrial training is emphasized. The prominent features of this work are: The farm, where every child has a plot of ground for his own planting, one period of the day being devoted to garden work;

the shop, where all boys and girls who desire to work, above the fourth grade are given practical instruction in Manual Training; the sewing-room and the kitchen, where the girls of the seventh and eighth grades are taught to care for their own wardrobes, make simple garments, and to cook healthful foods; the printing office, where upper class boys get experience in type-setting, job printing, and in managing and editing various school publications; the bank, which offers a practical training in the financial management of school enterprises and business transactions.

The cultural subjects are not neglected. These include courses in literature, art, and music, that aim to inspire a love for good books and an appreciation of good pictures and good music. The Training School Band of fifteen pieces is a feature of all school festivals.

The Training School Juvenile Library is well stocked and is operated on the same plan as larger libraries. It gives practical experience in the management of children's libraries to student-teachers. The story-telling corner, with its picture book reviews, gives to teachers specific training in directing the reading tastes and habits of children.

A well-equipped playground affords opportunity for the healthful, supervised play which makes for good citizenship. Athletic contests in field and track, and organized games, are regularly scheduled and carefully supervised.

Besides regular classes in all subjects conducted in the Training School by the student-teachers, special classes are maintained in Cooking, Sewing, and Manual Training for students in the seventh and eighth grades of the Chico Public Schools. These children come to the Normal School twice a week for this work. This makes it possible to provide practice teaching in these special lines for all student-teachers who are qualified to secure this experience.

A Saturday morning recreation class is open to all children of Chico. Here they are given their choice of recreation work.

Manual Training, Sewing, Cooking, Folk-dancing, Stories, Music, and Playground Sports are offered to all those who desire them. Each child may select his own activity to be worked out under proper guidance and supervision.

The object of the Training School and its varied activities is twofold: First, to provide the foundations of a liberal education for the pupils and second, to provide a liberal training along all lines of practical professional experience for the student-teachers. Under competent supervisors these student-teachers are taught to teach all the elementary school branches. To the end that they may be well fitted for the actual realities of their own schoolrooms, they are given entire charge of classrooms. They work with classes in the school gardens; plan and take charge of school activities, functions, and entertainments; spend an average of an hour a day supervising playground games or conducting gym classes; take charge of illustrative lectures for geography and history classes; conduct the school library. Along these many lines of service, under guidance of close supervision, they are thus given opportunities for proficiency in school management. It is, indeed, the aim of the institution to find the culminating expression of its ideals in the work of the Training School; to this end the institution as a whole bends its energies.

## MODEL RURAL SCHOOL.

The Model Rural School is one of the most important and significant phases of the work of the training school and deserves special mention. This school was established in order to prepare teachers to meet the special demands of the rural school. It contains twenty pupils of different grades and is in charge of an experienced teacher. Student-teachers, during their regular teaching periods, are given a two weeks' assignment as assistants in the Model Rural School. Here they become familiar with the peculiar problems of the ungraded class.

The following are especially emphasized: The individual instruction of children as opposed to class or mass instruction; the making of the best type of ungraded school programs; the combination of groups in certain subjects such as Music, Drawing, and Writing to economize time; and the provision of useful seat work during the long intervals between recitations.

During the summer of 1915 a model rural school building will be constructed on the Normal School campus for the purpose of providing standard rural conditions for the maintenance of the model school. The plans and specifications of this building, which were worked out under the direction of the State Architect, of the Department of Engineering, are available for rural school districts that may desire to secure, at a reasonable cost, a building that is designed to meet every important educational need.



## NORMAL EXTENSION WORK.

The State Normal School at Chico undertakes, in so far as it may, the work of extending its services to teachers, superintendents, and boards of education.

There have been in the past, and will be hereafter to an increasing degree, two forms of extension service required of this school. In the first place, teachers and school officers may write concerning problems of the course of study, methods of teaching, devices and aids in instruction, administrative helps or hints, plans for parent-teachers' clubs, and the wider social service of the school. All of these have already been worked out in actual co-operative practice to a greater or less degree.

The second and more intensive form of extension work that the Normal School undertakes concerns itself directly with the schools, and particularly with the rural schools that lie within easy visiting distance. Most of these schools are taught by graduates of the Chico Normal. To these schools, their patrons, trustees, and teachers, this school offers its friendly hand in any educational enterprise in which it can assist.

There are many ways in which this school may be helpful. Sometimes advice and suggestions are sought in the purchase of library books. At any time neighboring teachers may borrow books from the Normal School Library for temporary use in their own work. Specimens, pictures, and various materials for instruction may be secured in the same way and for the same purposes, provided they be returned in good condition.

The new and special lines of education such as Physical Training, School Gardening, Manual Training, and Domestic Economy have already taken their places in the best city schools and are gradually winning their way into progressive rural communities. When desired, this Normal School may be able to assist the teachers in the introduction of this work and in its successful direction.

Plans for the beautifying and improvement of school buildings or grounds and suggestions and assistance in the execution of such plans will be furnished to all who ask for them.

Frequently it will be possible for members of the Faculty of the Chico Normal to visit schools within easy traveling distance upon the invitation of their teachers. In this way it is sometimes possible to start school gardening, tree planting, manual training, sewing, or to give helpful suggestions in playground activities, or even in the work of the standard subjects of the curriculum.

Through the helpfulness of the United States Plant Introduction Garden at Chico it is possible for this school to provide trees and shrubs, upon due notice, for all district schools that will appreciate them and promise to take care of them. The Normal School has started a tree and shrub nursery of its own, so that it may be able to assist rural school districts in the improvement of their grounds not only with suggestions, but with living plants and help in setting them out.

Our student-teachers in training are indirectly benefited by this intimate and friendly relationship that exists between this school and its departments on the one hand, and the rural schools of the neighborhood and their needs on the other. Such a relationship must of necessity make our work more practical and focus it more definitely upon real problems and activities. Thus the preparation of the student-teachers in training can not fail to be improved.

But it should accomplish much more than this. Wisely extended and used at all times for the benefit of the teachers and schools that it touches, it will give opportunity to our student-teachers themselves for actual insight into the rural school situations and occasionally even for actual co-operative assistance and classroom experience in training in the rural schools that lie about us.

One of the most interesting and important forms of extension work that has been started and will be continued by this school is the encouragement and development of parent-teachers' associations, literary societies, and like clubs and organizations that seek to center in the rural school a portion of the social life of the people who live around it, especially including the adults. It is generally possible for such associations already established to secure the assistance of members of the Faculty of the Normal School in musical or literary programs. An excellent stereopticon and a large number of slides will be used and illustrated talks given without cost whenever it is possible to make arrangements for them. Help will be freely given to any teacher or district that asks for assistance in organizing the people of the neighborhood into clubs, societies, or associations with headquarters in the local school.

The only cost at any time to the districts that desire extension service from this Normal School will be the actual cost of transportation of the materials or individuals required by the work. In case the school that requests co-operative assistance lies within traveling distance by horse and buggy, there will be no charge for transportation, since the Normal School has such transportation at its disposal.

IN MEMORY  
OF  
F. M. RUTHERFORD  
OF TRUCKEE.

Trustee of the State Normal School at Chico

DIED APRIL 9, 1915

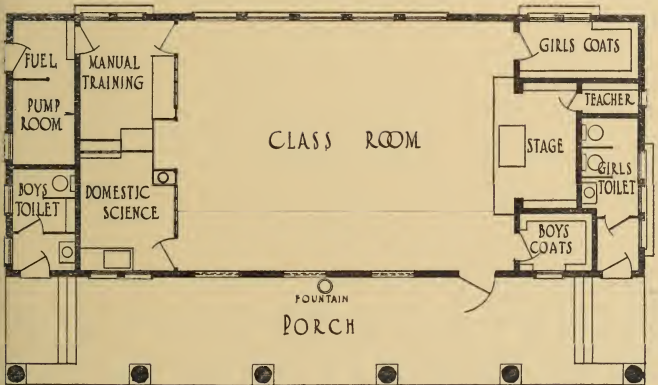
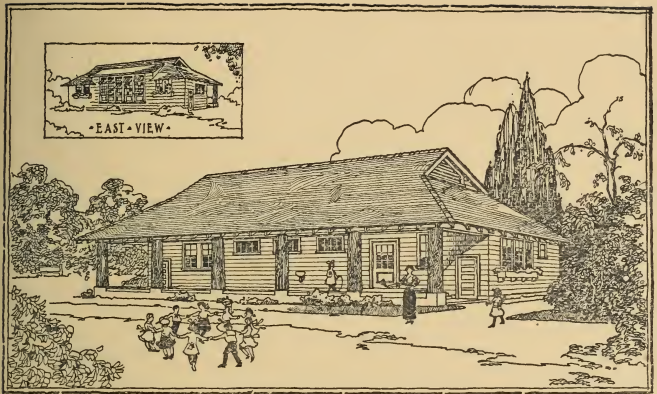












• FLOOR • PLAN •  
SCALE

Model rural school building for the Chico State Normal School.  
(With slight modifications this building was built for \$3,000.)



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# STATE NORMAL SCHOOL, CHICO, CALIFORNIA.

## PUBLICATIONS.

### BULLETINS.

**Bulletin No. 1. SCHOOL GARDENS FOR CALIFORNIA SCHOOLS.**

A manual and teacher's guide in the making of school gardens, especially designed to meet the conditions of California schools. Illustrated, 80 pages, *30 cents postpaid*. B. M. Davis, Chico State Normal School.

**Bulletin No. 5. Part I, Map Geography.**

Part II, Journey Geography for Beginners.

96 pages, *30 cents postpaid*. C. K. Studley, Chico State Normal School.

**Bulletin No. 6. GEOGRAPHY COURSE OF STUDY (for use in the Fifth and Sixth grades).**

A series of lesson plans assisting the teacher in preparing and presenting an introductory course in Geography. It follows the California State Series introductory geography text and is designed to lighten the work of the teacher and at the same time bring out the true values of the subject. 82 pages, *25 cents postpaid*. C. K. Studley, Chico State Normal School.

**Bulletin No. 7. A SPELLING COURSE FOR ELEMENTARY SCHOOLS.**

A series of spelling lessons consisting of words in common written use. These words are introduced a few at a time and adequate reviews are systematically provided. The introduction sets forth some fundamental principles of spelling methods. 112 pages, *25 cents postpaid*. C. K. Studley and Allison Ware, Chico State Normal School.

**Bulletin No. 8. TRAINING SCHOOL ADMINISTRATION.**

An outline of the rules and regulations for the administration of the Chico State Normal Training School. 12 pages, *5 cents postpaid*.

**Bulletin No. 9. A SURVEY OF GRADUATES OF THE STATE NORMAL SCHOOL AT CHICO.**

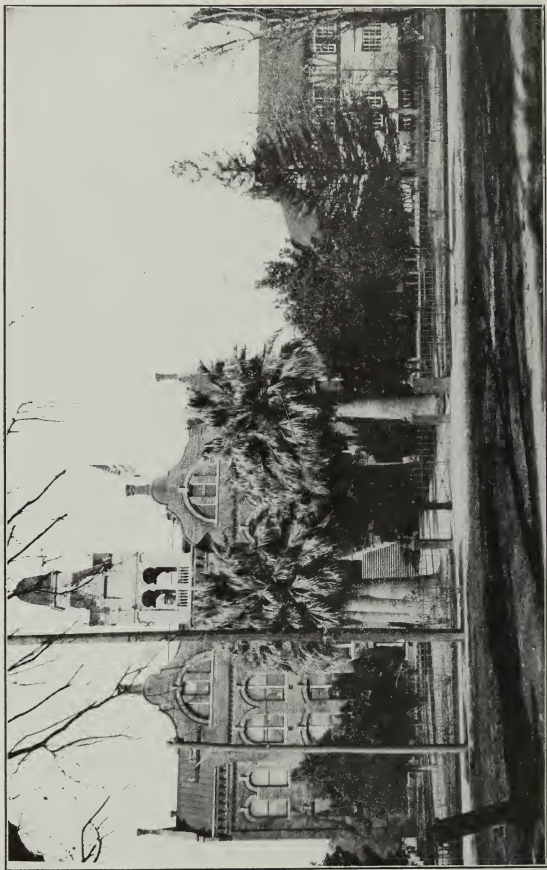
A report showing teaching experience, salaries, tenure and advancement in service of graduates of the school, classes 1891-1915, 37 pages, *20 cents postpaid*. C. K. Studley and Allison Ware, Chico State Normal School.

**Outline Maps.**

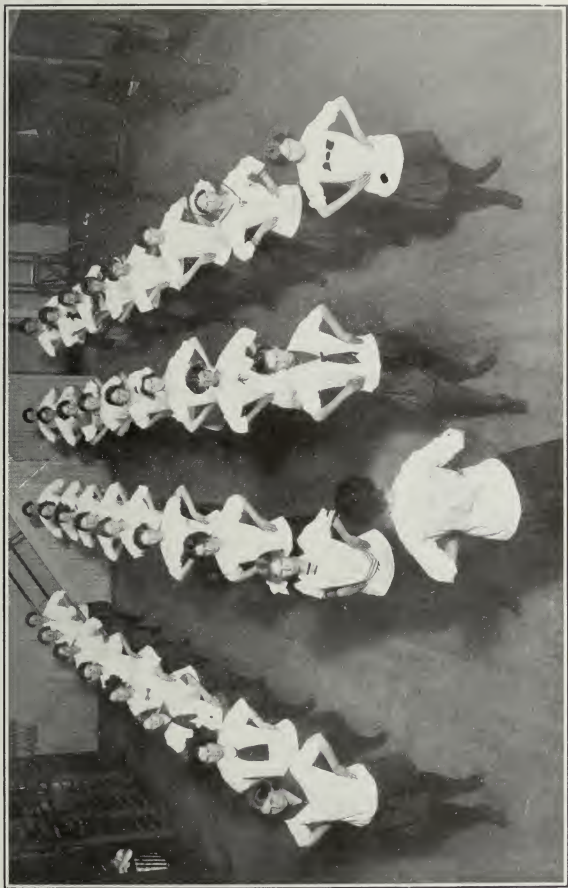
A series of nine maps designed for use in teaching Map Geography and to accompany Part I, Bulletin 5. These maps afford the basis for a valuable type of seat work and provide an unusually effective drill in the teaching of map geography. *Postpaid, per set of nine, 15 cents*. C. K. Studley, Chico State Normal School.

Address all orders and inquiries, and make all payments to the Bulletin Fund, State Normal School, Chico, California.





Chico State Normal and Training School.



Gymnasium Work. Student Teacher in Charge.



The Training School, Taught by Student Teachers.





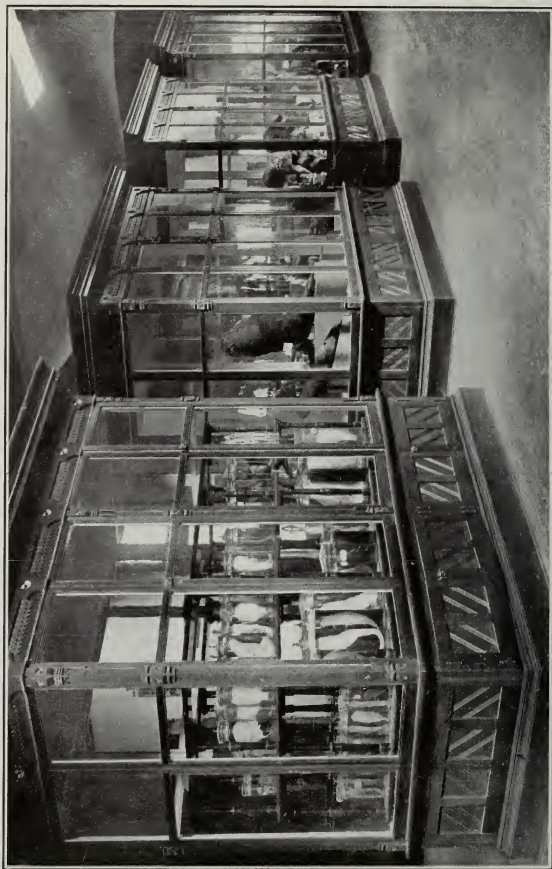
Main Building—West Side.



Student Teachers in Charge of Manual Training Classes.



The Library—A Study Room and Workshop.



In the Museum.

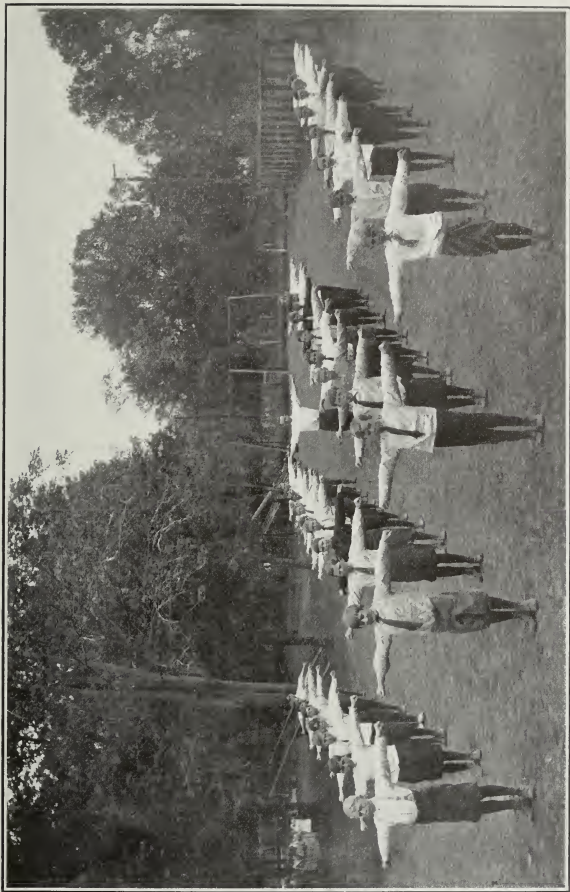




An Outdoor Gymnasium.



A Corner in the Preceptress' Office.



Physical Education. Training School Class in Charge of Student Teacher.



Tennis Courts—East Side.

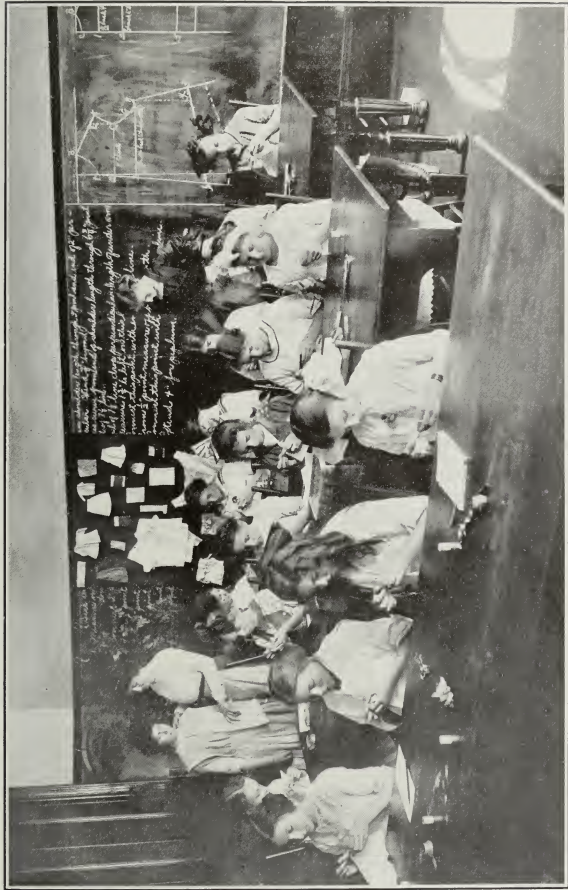




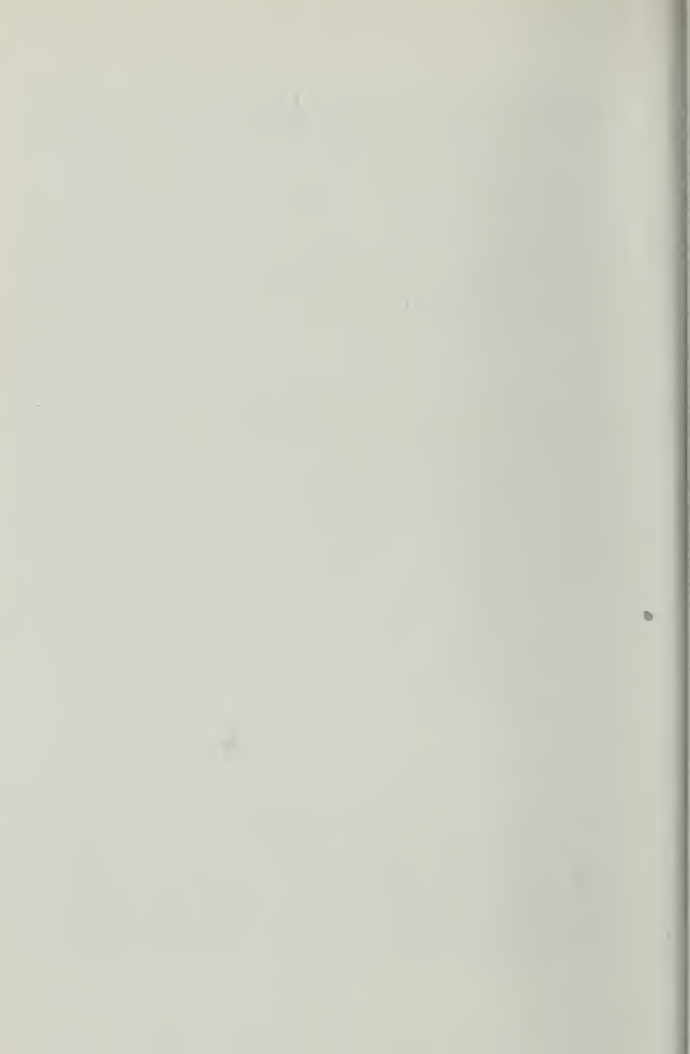
Cafeteria—Warm Lunches at Cost.



A Domestic Science Class.



Domestic Art. Student Teachers in Charges of Sewing Classes.



# Admission Requirements

AND

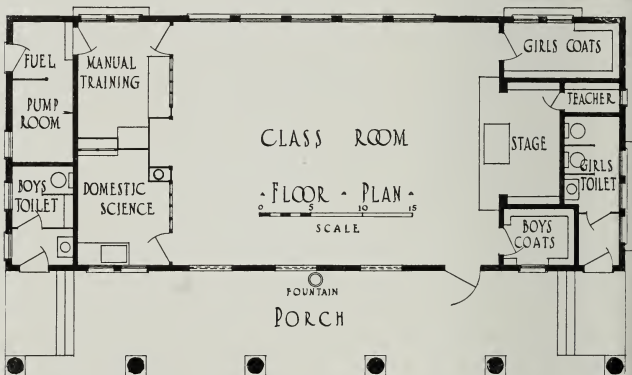
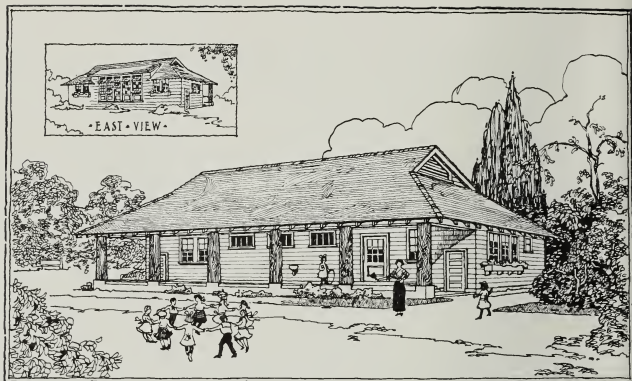
## Course of Study

State Normal School at Chico

California

1916-17

CALIFORNIA  
STATE PRINTING OFFICE  
SACRAMENTO.



Standard rural school building for the Chico State Normal School.

All students are required to spend at least two weeks in this building studying at first hand the special problems of rural school management.

(With slight modifications this building was built and furnished for \$3,000. Floor plan and elevation blue prints will be sent post paid to any address for twenty cents to cover actual cost.)

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# CALENDAR FOR 1916-1917.

## FALL SEMESTER—1916.

Term opens: Admission and registra- }  
tion of new students----- } --9. A. M. Saturday, September 2  
First term work begins-----9 A. M. Monday, September 4  
First term ends-----Friday, November 3  
School closes, Christmas vacation---3.30 P. M. Thursday, December 21  
School reopens-----Wednesday, January 3, 1917  
Second term ends-----Friday, January 19, 1917

## SPRING SEMESTER—1917.

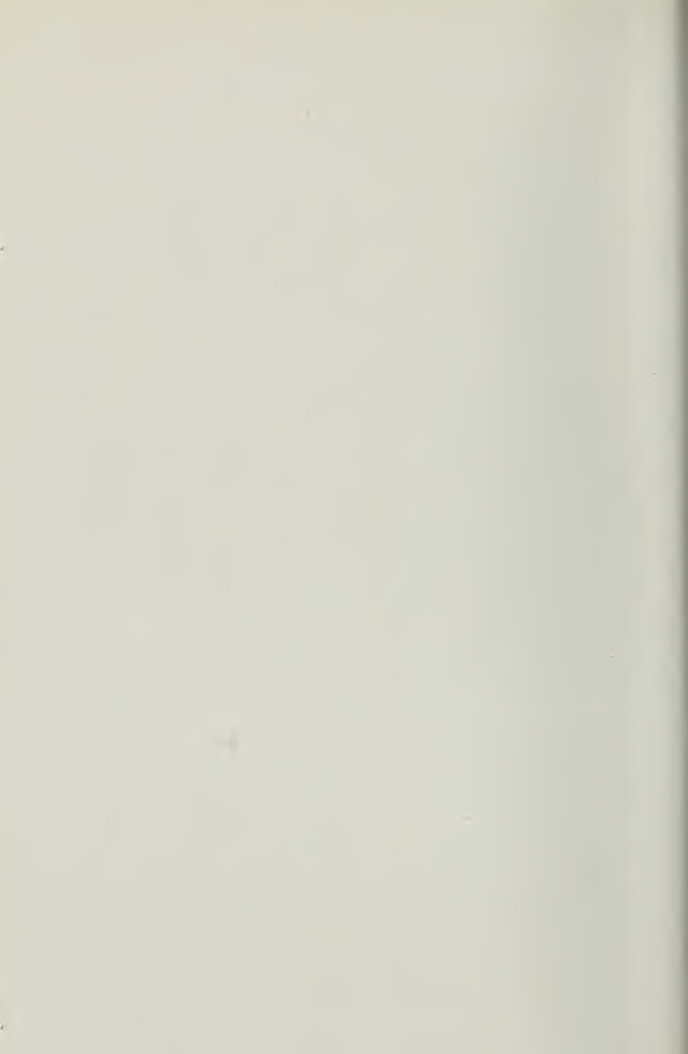
Term opens: Admission and registra- {  
tion of new students----- } ----Saturday A. M. January 20  
Third term work begins-----Monday, January 22  
Third term ends-----Friday, March 23  
Spring vacation from Saturday, March 24 to-----Sunday, April 1  
Fourth term ends-----Friday, June 1  
Commencement-----9.30 A. M. Friday, June 1

## SUMMER TERM—1917.

Registration of old and new students-----9 A. M. Saturday, June 2  
Summer term work begins-----8.15 A. M. Monday, June 4  
Summer term ends-----Friday, July 13

## FALL SEMESTER—1917.

Term opens: Admission and registra- {  
tion of new students----- } --9 A. M. Saturday, September 1  
First term work begins-----Monday, September 3  
First term ends-----Friday, November 2  
School closes, Christmas vacation-----3.30 P. M. Friday, December 20  
School reopens-----Thursday, January 3, 1918  
Second term ends-----Friday, January 28, 1918



## GENERAL INFORMATION.

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The State Normal School at Chico was founded in 1889. Since then it has graduated 1,482 teachers. Of this number 215 have been men.

The purpose for which the school was founded and the aim of every activity within it is the training of teachers. It is a professional school with a definite professional spirit. It is open only to students who wish to become efficient teachers, and who have the requisite foundation of academic preparation, personality and character.

### **The trained teacher.**

Relatively, the demand for trained teachers is constantly increasing. Their work is coming to be recognized by superintendents and employing boards as superior to that of untrained teachers with the same native ability. The diploma of this school is a permanent credential, entitling the holder to teach in any elementary school in California. It is generally recognized as valid throughout the other states.

### **The school surroundings.**

The State Normal School at Chico is located in a beautiful and prosperous section of the state. Its campus of eleven acres is known for its splendid grove of trees, most of them planted by the hand of General John Bidwell. At the rear of the campus flows a clear mountain stream, fresh from a Sierra canyon.

Chico is a city of homes and schools. The social environment of the students is therefore just what may be found in the better class of growing, progressive California cities with populations of from ten to twenty thousand.

The churches and young people's religious societies of Chico give a hearty welcome to all students who wish their privileges and benefits. Each year through the agency of the school, as

well as through the Chautauqua and the various women's clubs of the city, a number of the better sort of musical and literary programs are furnished.

**Board and lodging.**

Board and lodging in approved private families ranges from sixteen to twenty-five dollars per month. Suites of furnished rooms, in private families, may be rented by students who wish to keep house. By clubbing together, such students may reduce expenses to fourteen or fifteen dollars per month. Students who board themselves will be under special supervision, and any evident neglect on their part to provide properly for their wants will be reported to parents or guardians. It has not been difficult for strong students to find work, generally in the nature of domestic service, by means of which all or part of the expense of board and lodging may be defrayed. Arrangements for such work may be made generally only after the student's arrival, and all students who propose to work their way through should come prepared to take care of themselves until work may be found.

**Buildings and equipment.**

The state normal building is a structure of thirty-six rooms. It is equipped with library, gymnasium, apparatus and materials for thorough and efficient work in all departments. Important additions have recently been made to the equipment for industrial and manual training.

Among the features of the school worthy of particular mention as offering special advantages are the museum, library, gymnasium, natatorium, training school and assembly hall.

The museum is a large, well-lighted hall, containing an unusually complete collection of specimens. Its contents serve for purposes of illustration in normal and elementary school classrooms.

The library consists of over twenty thousand volumes. Its magazine rack contains over fifty current periodicals. The collection of books has been very carefully made. Library privileges are extended fully to all students and to any others who make special application.

The gymnasium is provided with shower baths, apparatus and a running track, and is well warmed and ventilated. It is large enough for indoor basket ball. The physical training of the young men and women of the school centers about the gymnasium, which is one of the busiest and most useful departments of the institution.

An outdoor swimming pool is maintained for the use of students and has equipment for regular training of physical education classes. It is a well constructed and well equipped cement tank and gives opportunity for one of the most healthful and useful forms of physical exercise.

#### **The training school.**

The heart of a modern normal school is, of course, that part of the institution in which student teachers develop and prove their fitness for actual classroom duty. The Training School of the Chico Normal is a new and modern grammar school building containing eighteen classrooms. It is situated on the campus but a few steps from the main building with which it is connected by a corridor. Each student is required to spend two periods per day throughout the senior year actually directing and instructing classes in the Training School. There are more than four hundred children enrolled in training school classes.

Besides the graded Training School there is a Standard Rural School in its own building upon the Normal campus. In this school every student, before graduation, is given such experience as will enable him to familiarize himself with the peculiar problems of management and method of the ungraded rural school.

**Tuition is free.**

Students are required to provide themselves with ordinary student supplies and some of their textbooks. More than half of the texts in use are furnished free from the school library. A co-operative Book Exchange is maintained, where students may exchange, buy or sell secondhand textbooks.

All students are required to deposit the sum of \$2.50 as a deposit fee and breakage fund. This sum is used to defray the cost of the diploma and other graduation expenses. Students who leave before graduation will receive their deposit, less any charges for loss or damage that may be against them.

All special students who do not plan to become teachers are required to pay, in addition to the deposit above mentioned, the sum of \$5.00 per half year as tuition.

**Student activities.**

Various phases of school life have given rise to a number of activities, all of which have open membership lists. Athletics are managed by the Young Men's and Young Women's Athletic Associations; the *Normal Record*, a school magazine, is issued by an editorial staff and board of managers elected by the students. Annual contests in basket ball and debating are held with other normal school teams. The Young Women's Christian Association has a vigorous chapter. The students, as a whole, are organized under the name of The Associated Students of the Chico Normal, for the purpose of transacting business pertaining to general student affairs and of auditing the accounts of the minor organizations. They also maintain a loan fund for the use of students in need of such aid.

**Chapel exercises.**

Four times each week the assembly period is devoted to exercises of a literary or musical character. The students and faculty of the school prepare and present these programs. Well-known speakers or educators from without are sometimes secured.

**The Annie E. K. Bidwell playground.**

Upon the Normal School campus has been developed a modern children's playground. It gives added opportunity for the training of teachers in playground supervision, and furnishes public play space and recreation grounds for many of the children of the city. A large and important part of the training of teachers in playground leadership consists of this actual experience in charge of children and equipment.

**School spirit.**

There is a marked loyalty to the school among the students and graduates of the Chico Normal. This is partly the result of the atmosphere of cordial and democratic equality of opportunity that prevails. Partly it is the result of the pleasant relations in work and in recreation that the school affords its students. But chief of all the sources of true student spirit is the recognition by each individual student and graduate of the clear, plain purpose of the school. They rightly feel themselves to be partners in the welfare of the institution. Anything that builds up its efficiency, its professional worth, its standards of manhood and womanhood, builds for them as well.

**Men as Normal students.**

The attendance of men in considerable numbers has come to be one of the traditions of this school. During the last school year seventy-four men were enrolled as students.

The presence of this group of young men has given the school very definite masculine interests in athletics, musical recreation, physical training and professional advancement. It is just as distinctly a school for men as it is for women.

**To superintendents, principals, and school trustees.**

The placing of a teacher where he may do his best work is often just as important as his training. Many a good teacher is handicapped by an ill-fitting assignment of work. This

institution is willing to aid in supplying teachers to suitable positions at any time that it may have graduates who are candidates for appointment.

Special teachers in domestic science, art or manual training can sometimes be furnished. Often teachers can be found who will instruct in one or more of these special subjects for part of the time and fill out the rest of the day with instruction in the common branches.

Applications for teachers should be addressed in care of the president of the school, and should contain a statement of the conditions under which the teacher must work. No candidate will be recommended for a position who does not seem to warrant the full conviction that he or she will meet with complete success in assuming the duties that the particular place involves.



## ADMISSION REQUIREMENTS.

The following statement of admission requirements is reprinted from Bulletin XIV of the State Board of Education. It will be enforced as the basis for admission to the State Normal School at Chico, subject to the special regulations set forth on page 20.

### PART I.

#### Information for Those Desiring to Prepare for Elementary School Teaching.

Graduates of public high schools of California approved by the State Board of Education, who have completed, as a minimum, any fifteen units of work including the subjects under "General Requirements for Graduation," marked with a single star, and who are recommended in eleven units of the same, *may* be admitted provisionally to undergraduate standing in the normal schools of this state.

The fulfillment of three major conditions is necessary for graduation from any normal school in California. These are:

*First*—The passing of satisfactory examinations in the common school subjects listed under Part II, sub-head IV;

*Second*—The completion, as a minimum, of the courses hereinafter listed;

*Third*—The completion of a minimum of twenty-four units of work, at least fifteen of which must have been taken in a secondary school.

Unit credits towards graduation will not be allowed for common school branches pursued in normal schools or during the normal school period of training.

Since the State Board Regulations establish a minimum requirement, any normal school may, within the law—

Increase the entrance requirements;

Increase the total of units of work required for graduation;

Require more units of work in any given subject listed;

Require work in subjects other than those listed.

Certain of the normal schools of this state will for the time being maintain some of the courses listed under *General Requirements*. Address the president of any normal school for information on these points.

If you are looking forward to teaching in the elementary schools, select your high school course with that end in view.

If you enter the normal school properly prepared, you should be able to complete the regular teachers' course in two years.

If you enter the normal school without the proper preparation, it may take you three or more years to complete the course.

You must complete in the high school the subjects preceded by a star.

If possible, complete in the high school all of the subjects listed under *General Requirements*. If it is impossible for you to do this, and if your high school does not provide general applied science courses, you should select as your first choice the other required subjects.

## PART II.

### REGULAR TEACHERS' COURSE.

#### Minimum Requirements for Admission to Regular Teachers' Normal Course.

##### I. General qualifications.

Every person admitted as a student to the normal schools of the state must be of good moral character, of good health, without physical or other defect which would impair his fitness for the teaching service, of at least sixteen years of age, and of that class of persons, who, if of proper age, would be admitted to the public schools of the state without restriction.

##### II. Units.

A unit is hereby defined to be a course of study of five full periods per week, taken for one year of not less than thirty-six weeks. Fractions of units may be accepted and counted.

##### III. Requirements for provisional undergraduate standing.

(a) Graduates of public high schools of California approved by the State Board of Education, graduates of other schools of California accredited for entrance by the University of California, and graduates of schools of secondary grade of other states recognized by the president of the normal school concerned as equal in rank to an accredited public high school of California, who have completed a regular four-year course of study, amounting to not less than fifteen entrance units, and who are recommended in eleven units by the principal of the school in which such course of study was completed, may be admitted *provisionally* to undergraduate standing.

(b) Teachers holding valid primary, elementary, kindergarten-primary or special certificates to teach in any county of the state may be admitted and given such provisional undergraduate standing as may be determined by the faculty of the school.

(c) Holders of normal school diplomas or certificates granted in other states, who present satisfactory evidence that they have had training equivalent to that required for admission to the normal schools of this state, may be admitted and given such provisional undergraduate standing as may be determined by the faculty of the school, provided that at least four units shall be required for graduation.

(d) Applicants for admission who present more than sixteen units of credit, or who have had advanced work in a post-graduate course in a high school, or in any institution of collegiate grade, may be admitted and given such provisional undergraduate standing as may be determined by the faculty of the school, provided that at least four units shall be required for graduation.

(e) Holders of bachelors' degrees issued by institutions authorized by the State Board of Education to recommend applicants for the high school teacher's certificate may be admitted and given such provisional undergraduate standing as may be determined by the faculty of the school; provided, that such persons may be graduated only after completing a minimum of two and one-half units of professional work in the normal school.

(f) Persons over twenty-four years of age, not possessing the credentials prescribed above, may be admitted to provisional undergraduate standing on such special qualifications of character, education and general intelligence as may, in the judgment of the faculty of the normal school concerned, be equivalent to any of the above requirements; provided, that such persons may be graduated only after completing a minimum of two and one-half units of professional work in the normal school.

(g) A student received by transfer from another California state normal school shall not be graduated until he has completed at least two full units of work in the period immediately preceding graduation.

**IV. Requirements for full undergraduate standing.**

Students who have fulfilled the requirements for provisional undergraduate standing, and who have passed a satisfactory examination in reading, writing, spelling, English grammar, composition, arithmetic and geography, or who have completed the course or courses provided in these subjects in the normal school, may be admitted to full undergraduate standing. Such examination shall be given not later than the end of the first half-year after entrance into the normal school. Should the student fail to pass a satisfactory examination in any of these subjects, such student shall be remanded to a regular high school or normal school class offering work in the subject or subjects in which he has failed. In order that the standards of proficiency maintained in these subjects shall be uniform throughout the state, the State Board of Education shall from time to time adopt regulations governing such examinations. A graduate of a normal school or the holder of a bachelor's degree, or a teacher holding a certificate of elementary grade may be excused from any or all of the above examinations by the faculty of the normal school concerned.

**Minimum Requirements for Graduation from the Regular Teachers' Course.**

No student shall be admitted to candidacy for graduation who has not been admitted to full undergraduate standing.

Before graduation, each candidate must complete credit courses beyond a complete elementary school course as follows:

**General requirements.**

Normal School Equivalents		Units
36	*English Literature and Language, including grammar, composition and oral expression-----	2
18	*Physical Science—One year of general science, including the applied elements of physics, chemistry and physical geography, or one year of physics or chemistry or physical geography, provided that for students entering after June 30, 1918, the general science shall be prescribed-----	1

\*Must be taken in a high school.

Normal School Equivalents		Units
18	Biological Science, including physiology, hygiene and sanitation -----	1
18	*History of the United States and Civics, including local and state government -----	1
36	*World History -----	2
18	Drawing and Painting, including applied design -----	1
18	Music, including sight reading, two-part singing, and elementary harmony -----	1
9	Manual Training or Household Arts, or both; provided, that for students entering after June 30, 1918, one unit shall be required -----	$\frac{1}{2}$
9	Elements of Agriculture, including practical work in gardening, floriculture and plant propagation; provided, that for students entering after June 30, 1918, one unit shall be required -----	$\frac{1}{2}$
18	*Mathematics, including general mathematics or the applied elements of algebra or plane geometry, or commercial arithmetic -----	1

#### Professional requirements.

9	**Elements of Applied Sociology, including the study of institutions and social organizations, rural life and rural school problems -----	$\frac{1}{2}$
18	**Education, including a study of the school as an institution and the curriculum, general psychology applied to education and general method -----	1
49 $\frac{1}{2}$	**Practice Teaching and Special Methods which shall familiarize the student with and give him a mastery of the state series of textbooks, and which shall in addition thereto include special methods in all of the required statutory subjects; provided, that at least one (1) unit shall be given to practice teaching and at least one-third of the total time given to practice teaching shall be in a classroom, by the classroom method and under direct supervision -----	2 $\frac{3}{4}$
4 $\frac{1}{2}$	**The California School System, School Law, and their development -----	$\frac{1}{4}$
9	**Physical Education, Athletics, Play, School Playground Equipment, and Indoor and Outdoor Recreation -----	$\frac{1}{2}$
144	Possible Electives -----	8
126	Possible Electives for those entering after June 30, 1918 --	7
432	Minimum units required for graduation -----	24

\*Must be taken in a high school.

\*\*Must be taken in a normal school.

Students entering under the provisions of III (a), Part II above, must complete at least three of the possible elective units in the normal school.

Elective units secured in normal schools may include any of the unstarred subjects listed under "Requirements for Graduation."

Commercial, industrial and economic history, or commercial and industrial geography, or any combination thereof amounting to one unit, may be offered in lieu of one unit of world history.

A student of a normal school serving as a student teacher shall receive credit only for teaching done in a normal training school, or as an assistant to a regularly certified teacher who shall supervise the work.

All normal schools of this state, other than the Santa Barbara State Normal School of Manual Arts and Home Economics, must maintain class instruction in all of the courses listed under the subheading "Professional Requirements."

These regulations shall become effective for students entering normal schools after January 1, 1917.

## SPECIAL REGULATIONS.

The foregoing minimum requirements established by the State Board of Education are the general basis upon which students may enter and graduate from the State Normal School at Chico. In addition the following special regulations will be enforced:

1. Excess accredited high school work not equivalent to normal school required or elective work will receive no advanced standing credit.

2. University, college or junior college work, shall be accredited at the rate of four normal term units for three university semester units up to a total of not more than eighty normal term units.

3. Work done in junior college, university or normal school in advance of high school graduation or in high schools, approved by the State Board of Education, in excess of sixteen (16) units, will receive full advanced standing credit when the same is equivalent to required or elective normal school courses.

4. All students admitted, save under rule (g), page 16, shall be required to complete at least one year of regular normal school work.

5. The term "unit" as used in the general requirements of the State Board of Education is defined as "a course of study of five full periods per week, taken for one year of not less than thirty-six weeks." For purposes of recording high school work and for the transfer of students the state board definition of unit will be used; but in organizing the course of study of the school a term unit shall be considered as the basis. The normal school term unit shall consist of one period of work per week for a term of not less than nine weeks, and, therefore, a state board unit constituting one-fourth of a year's work will be understood hereafter as equal to twenty normal term units, each consisting of one period of class work per week for not less than nine weeks.



## DIRECTIONS TO STUDENTS.

All students who have partially completed their normal course should at once plan the remainder of the work upon the new program. With reasonable care no difficulty will be experienced in most cases in making the adjustment of new to old work. In any case all questions should be settled and plans made that will permit smooth progress. New students will have no difficulty in following the course, provided each takes a personal interest in planning his own program.

The following suggestions should be carefully noted:

1. Plan your own program and understand it. Study your own problems arising from conflicts, conditions, prerequisites and electives, and know the answers to them. There is no amount of help that can keep a program straight if the student doesn't care.

2. Students admitted upon advanced standing should work out a complete program with the advice of Dr. Miller, and the approval of their class teachers.

3. All students should consult their class teachers in all matters affecting their progress.

4. Conditions and failures should be removed at once. If the name or program place of the work has been changed, consult your class teacher and arrange for it.

5. The normal course has consisted of twenty units of work. It still consists of the same amount of work but it will be figured hereafter as a total of 160 units. That is to say, one unit of work as figured in the past will hereafter count as eight units. A normal term unit is hereafter one class period per week with necessary preparation for a term of nine weeks.

6. Many courses will be given five periods per week instead of four. Students should register for a minimum of twenty periods of work per week. A maximum of twenty-five periods

is permitted. This may not be exceeded save in exceptional cases upon the written request of class teacher and the signed consent of all study teachers concerned. All programs must be approved by the class teacher.

7. During the year 1916-1917 each senior teaching block with its seminars will be figured as two units under the old schedule, or as sixteen units under the new. Credit for each block will hereafter be counted as a whole when all its teaching and seminar requirements have been completed.

8. Electives in manual training and household arts will be credited in the normal course only when carried through to actual practice teaching.

9. New students should plan to remove at once any conditions due to deficient preparation. The new entrance requirements of the State Board of Education go into effect for all students entering after January 1, 1917.'

10. In case of entrance conditions the student should know just how the making up of such deficiencies will affect his program, whether it will prolong the period of his training or whether it may be tucked in as elective or extra work.

11. The junior work falls into four sections of nine weeks each. Any one of the four may be taken first but the remaining sections must be taken in their regular order. That is to say, they may be taken in any of the following ways: I, II, III, IV; or II, III, IV, I; or III, IV, I, II; or IV, I, II, III.

12. The incoming student should plan with his class teacher a program that will provide for the completion of all the required junior work during the first year. By selecting the right section to begin with, it will be possible to arrange for such electives as may be most needed or desired. For example, those who wish to take elective manual training, domestic science or domestic art should begin with junior section III.

13. In case it is found to be necessary to mix some junior work in with the senior program special care must be taken to avoid conflicts and to provide prerequisites for the senior teaching assignments.

14. The following prerequisites for senior work should be carefully noted:

Block I: Preparatory arithmetic methods and preparatory history methods. In addition preparatory English methods is prerequisite to assignment to primary grades in Block I.

Block II: Preparatory methods in science, art and music.

Block III: Preparatory methods in English and spelling.

Block IV: Preparatory methods in composition and geography.

15. All new students are required to pass the tests in elementary grammar, music and art. Those who know they are deficient in any of these subjects should arrange to take them as soon as possible in the junior year and this work will generally be prerequisite to preparatory methods in these subjects.

16. Those who pass satisfactory tests in grammar, music and art will be given normal credit in those subjects during the year 1916-1917.

17. All the men of the school engage in regular physical exercise and recreation at 3.35 p.m. on Tuesdays and Thursdays. This work is required of all and no other school engagement is permitted to conflict with it.

## COURSE OF STUDY.

## Junior Year.

(Required work.)

Tests and Reviews.....	5 periods a week,	9 weeks__	----
Education I .....	5 periods a week,	9 weeks..	5 units
Education II .....	5 periods a week,	9 weeks..	5 units
Education III .....	5 periods a week,	9 weeks..	5 units
Applied Sociology I .....	5 periods a week,	9 weeks..	5 units
Applied Sociology II .....	5 periods a week,	9 weeks..	5 units
Physical Education I .....	5 periods a week,	9 weeks..	5 units
Prep. Science Meth.....	3 periods a week,	9 weeks..	3 units
Prep. Arith. Meth.....	3 periods a week,	9 weeks..	3 units
Prep. Eng. Meth.....	5 periods a week,	9 weeks..	5 units
Prep. Music Meth.....	3 periods a week,	9 weeks..	3 units
Prep. Art Meth.....	3 periods a week,	9 weeks..	3 units
Prep. Geog. Meth.....	3 periods a week,	9 weeks..	3 units
Prep. Comp. & Sp. Meth..	2 periods a week,	9 weeks..	2 units
Prep. Hist. Meth.....	3 periods a week,	9 weeks..	3 units
Chorus .....	2 periods a week,	36 weeks..	4 units
			—
			59
Elective .....			21
			—
Total for Junior year.....			80

## Senior Year.

(Required work.)

School Law -----	5 periods a week,	9 weeks--	5 units
Teaching Block I-----	10 periods a week,	9 weeks--	10 units
Seminar Block I-----	5 periods a week,	9 weeks--	5 units
Teaching Block II-----	10 periods a week,	9 weeks--	10 units
Seminar Block II-----	5 periods a week,	5 weeks--	5 units
Teaching Block III-----	10 periods a week,	9 weeks--	10 units
Seminar Block III-----	5 periods a week,	9 weeks--	5 units
Teaching Block IV-----	10 periods a week,	9 weeks--	10 units
Seminar Block IV-----	5 periods a week,	9 weeks--	5 units
Education IV-----	2 periods a week,	36 weeks--	5 units
			—
			70
Elective -----			10
			—
Total for Senior year-----			80

The following electives are provided. Students may register for any of these with the consent of the class teacher, provided the courses selected do not conflict with prescribed work.

Elective Teaching of Manual Training, Domestic Art, Domestic Science, Physical Education and Playground Supervision, Library Practice and Extension Work, with necessary seminars and conferences---credit as arranged		
Hygiene and Health---	5 periods a week,	9 weeks-- 5 units
Reading I -----	5 periods a week,	9 weeks-- 5 units
Reading II -----	5 periods a week,	9 weeks-- 5 units
Manual Training -----	5 periods a week,	18 weeks--10 units
Prep. Methods in Manual Training -----	5 periods a week,	9 weeks-- 5 units
Recreational Industrial Course, Saturday morn- ings -----	Credit as arranged	
Special Manual Train- ing I -----	5 periods a week,	9 weeks-- 5 units
Special Manual Train- ing II -----	5 periods a week,	9 weeks-- 5 units
Bldg. Trades Training I--	10 periods a week,	9 weeks-- 5 units
Bldg. Trades Training II--	10 periods a week,	9 weeks-- 5 units
Metal Work I -----	5 periods a week,	9 weeks-- 5 units
Metal Work II -----	5 periods a week,	9 weeks-- 5 units
Mechanical Drawing I--	5 periods a week,	9 weeks-- 5 units
Mechanical Drawing II--	5 periods a week,	9 weeks-- 5 units
Domestic Science -----	10 periods a week,	9 weeks--10 units
Advanced Dom. Science--	10 periods a week,	9 weeks--10 units
Domestic Art I -----	5 periods a week,	9 weeks-- 5 units
Domestic Art II -----	5 periods a week,	9 weeks-- 5 units
Special Art I -----	5 periods a week,	9 weeks-- 5 units
Special Art II -----	5 periods a week,	9 weeks-- 5 units
Special Music I -----	5 periods a week,	9 weeks-- 5 units
Special Music II -----	5 periods a week,	9 weeks-- 5 units
Preparatory Art* -----	5 periods a week,	9 weeks-- 5 units
Preparatory Music* ---	5 periods a week,	9 weeks-- 5 units

Students who are found to be seriously deficient in elementary preparation in spelling, writing, composition, arithmetic, United States history and civics, or in any elementary subject, may be required to take special preparatory work, without credit, to correct the deficiency.

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\*Required of all who have not successfully completed this work in their high school course.

## OUTLINES OF PREPARATORY COURSES IN GRAMMAR, ART, AND MUSIC.

The three preparatory subjects in which the greatest academic deficiencies are found are elementary grammar, music and art. Under the new requirements of the State Board of Education students who enter deficient in these branches will find it difficult or impossible to complete their course within the regular two years. On the other hand, those who enter normal school well prepared in these subjects have a marked advantage over other students.

In the interests of high school graduates who desire this advantage and as a suggestion to high school teachers who wish to standardize their courses in these subjects, an outline of the essentials in each course is printed here. These outlines are not presented with the idea that they are the only way in which this work may be done. Neither are they presented in the spirit that the normal school has the right or the desire to determine the content of high school courses with its own institutional ends in view. They are set forth in answer to many requests, as plain statements of what seem to be the most generally useful elements of the subjects.

## OUTLINE OF PREPARATORY COURSE IN GRAMMAR.

There are few essentials of English grammar in the grades, but to be of practical value these essentials must be taught thoroughly. It is, therefore, highly important that a teacher's preparation in this subject should include mastery of the principles of elementary grammar and a clear understanding of their connections and relations. The student will be expected to apply the following principles in the analysis and construction of sentences of medium difficulty:

1. The sentence and its classification.
2. Complements—attribute and object.
3. Objective predicate (omit clause as objective predicate).
4. Indirect object.
5. Modifiers—adjective, adverb, phrase, clause, noun as adv. appositive.
6. The dependent clause.
7. Connectives.
8. Inflection of nouns for number and possessive case.
9. Classification and complete inflection of pronouns.
10. Verbs—classification and inflection (subjunctive mode in verb *to be* only).
11. The participle, its complements, modifiers and uses.
12. The infinitive, its complements, modifiers, and uses.
13. Texts: English Lessons, Book II, State Series.

## Supplementary:

McFadden, Language Series, Book III (Rand, McNally & Co.).

The Mother Tongue, Book II, Kittredge and Arnold (Ginn & Co.).

## PREPARATORY ART.

This preparatory course will serve as a basis for succeeding methods courses and teaching.

- I. A study of the underlying principles of composition and perspective. (Proportion, variation, subordination, rhythm, and balance.)
  - (a) Their application in rendering simple pictorial compositions in line, dark and light, and color, including work in landscape, still life, and fruit or flower sprays.
  - (b) Their application to simple decorative compositions, both in the abstract and conventional, including work in borders and surface patterns, rugs, book covers, wall paper, and the like.
- II. A study of color as to hue, value, and intensity, good and bad color combinations, with practical applications of color schemes to the problems in (a) and (b) of the above work.
- III. Tone values:
  - (a) Light and dark in its relation to decorative compositions.
  - (b) Light and shade in its relation to pictorial compositions.
- IV. Picture study.

Some time is devoted to the study of the world's great masterpieces. Students are required to have an appreciative knowledge of at least ten of these.

The results of this course are tested by the personal power of the individual to work out the above problems in a direct, expressive way.

The following mediums are required: pencil, charcoal, water colors, and crayolas. Emphasis is placed on freedom and power in rendering qualities of texture, line, tone, and color.

Students who enter may prove by tests whether or not they can meet the standards of this work.

Suggestions as to the selection of textbooks will be sent to those specially desiring them.



## PREPARATORY MUSIC.

The purpose of this work is to give enough musical experience to qualify for succeeding methods courses. It establishes for the student the following elementary standards of attainment:

*Imitation:* To repeat accurately the singing of any ordinary phrase of grammar school songs.

*Use of Voice:* (a) To sing in original key for at least sixteen measures; (b) To feel degrees of emphasis and contrast, and to express them by changing voice quality; (c) To sing primary school songs with taste.

*Rhythm:* (a) To discover the measure of music played upon the piano; (b) To locate primary stress; (c) To tap correctly notes used one to a beat, then beats divided by two, three, and four.

*Melody:* (a) To recognize common melodies sung without words; (b) To find the keynote, its third and its fifth, of simple songs sung by teacher or the class; (c) To distinguish between major and minor tonality; (d) To read from the staff, melodies in one key, selected from any textbook of common use in third primary grade; (e) To apply the syllables, *do, re, me, fa, sol, la, ti*, in singing a simple melody at first hearing.

The results of this work are tested solely by individual answers, expressed by singing, reading, writing, and the expression of musical judgments. No literary product, *i. e.*, definitions, theory, history of music, or secondhand information, is of the slightest value *if offered as a substitute for personal power.*

Music, as an expression, is a motor subject. The test of proficiency is how much and how well can the student create it, teach it, control it. Without this, music work becomes only imitative or memoristic training and fails utterly as a branch of real education.

## SPECIAL TEACHERS' COURSES.

The following regulation quoted from Bulletin XIV of the State Board of Education is the basis of admission for special training in the State Normal School at Chico:

**"Minimum Requirements for Admission to Special Teachers' Normal Courses.**

"Any person having the qualifications prescribed for provisional undergraduate standing in the 'Regular Teachers' Normal School Course' may be admitted to the special teachers' courses maintained by any of the state normal schools other than the Santa Barbara State Normal School of Manual Arts and Home Economics.

"Persons who satisfy the faculty of the normal school concerned that they have qualifications equivalent to any of the above requirements, (see pp. 15-16) may be admitted into special courses in such normal schools as are authorized to train teachers in special subjects, provided that they pass an examination in oral and written expression. These students may be given such standing as may be determined by the faculty of the school involved."

## SPECIAL CERTIFICATION.

The Chico Normal is prepared to train special elementary and high school teachers in art, domestic economy and manual training. It is impossible to make any general statement as to the length of time of such special training. The actual time in any given case will depend entirely upon individual qualifications and each case will be given special consideration according to its merits. At the present time the above special work is offered under the close personal supervision of the heads of the various departments and involves assignments of work as assistant to the supervisor. The opportunity for intimate, responsible contact with problems in all the different grades and phases of the work is thus assured such students as may be admitted to take it. Those who are contemplating special certification should carefully read the following regulations of the State Board of Education governing such credentials:

### **"CALIFORNIA STATE BOARD OF EDUCATION, SACRAMENTO.**

#### *Regulations Governing Educational Institutions Accredited to Recommend Individuals for Special Certificates.*

Educational institutions accredited by the State Board of Education are hereby authorized to recommend to county or to city and county boards of education individuals who are qualified to receive certificates to teach special subjects in the public elementary and secondary schools of the State of California; *provided*, that each institution may recommend individuals only in such special subjects and for such grades of certificates as are mentioned in said authorization; *and provided, further*, that they may recommend candidates for the elementary or secondary special certificates only as follows:

#### **Elementary Special Certificates.**

Educational institutions may recommend an individual for the elementary special certificate; *provided*, (a) that such individual has had at least three years' instruction beyond that required for graduation from a high school maintaining a four-year course in advance of the eighth grade, or that he possess an equivalent amount of training; (b) that at least one-half of the said three years' instruction has been devoted to study or work in the special subject or subjects in which the individual is applying for

certification and in such subjects as are strictly supplementary thereto, as arranged and approved by the recommending authorities of the institution in which the work was taken, or that he possess an equivalent amount of special training; (c) that two-fifths of a year of the time required to be given to the special subject or subjects has been devoted to a study of the pedagogical subjects suited to the training of an elementary school teacher; at least one-half of which time shall be devoted to practice-teaching, including methods of instruction in the special subject or subjects, under competent supervision.

### Secondary Special Certificates.

Educational institutions may recommend an individual for the secondary special certificate; *provided*, (a) that such individual has had at least four years' instruction beyond that required for graduation from a high school maintaining a four-year course in advance of the eighth grade, or that he possess an equivalent amount of training; (b) that at least one-half of said four years' instruction has been devoted to study or work in the special subject or subjects in which the individual is applying for certification and in such subjects as are strictly supplementary thereto, as arranged and approved by the recommending authorities of the institution in which the work was taken, or that he possess an equivalent amount of special training; (c) that at least two-fifths of a year of the time required to be given to the special subject or subjects has been devoted to a study of the pedagogical subjects suited to the training of a secondary school teacher; at least one-half of which time shall be devoted to practice-teaching, including methods of instruction in the special subject or subjects, under competent supervision.

### Value of Certain Equivalents.

Time devoted in the secondary school period to study or work in the special subject or subjects in which the candidate desires certification may be substituted at the rate of half time for similar studies or work in the collegiate period. Such substitution shall not exceed one-half of the total time required in the special subject or subjects. One year's successful experience in teaching may be substituted for half of the required pedagogical work, and two years of said experience may be substituted for the entire pedagogical requirement."

The State Normal School at Chico is accredited to grant special elementary and high school diplomas of the manual and fine arts type and the household arts type.

For further information regarding special certification the candidate should furnish a carefully itemized statement of all work done both in and out of school since graduation from the elementary school.

## SUMMER SESSION AND CORRESPONDENCE COURSES.

All who are qualified to take up regular normal school work under the regulations set forth on pages 13 to 20 may enroll for the summer term and correspondence courses. Sub-division *b* of rule III, page 15, provides for the admission of any teacher holding a valid California credential.

The purpose of the summer term is twofold: First, it offers regular normal students the opportunity to complete their work in less time; second, it offers regular teachers opportunity for professional improvement. The session of 1916 enrolled one hundred and seventy-two students, and about half of them were regular teachers.

The next summer session will open for registration of new students Saturday morning, June 2, 1917. Regular work will begin the following Monday at 8.15 a.m. The session will offer special methods courses in all the elementary school subjects and will provide opportunity for practice teaching. In addition it is probable that special work will be offered in manual, household and industrial arts, drawing, music, school gardening, physical education and rural school administration. A special announcement of the next summer session will be issued in May, 1917, and will be sent to all who desire it.

Correspondence work is offered primarily for teachers actually at work in the public schools. It is intended to help in a practical way to meet the real problem arising in teaching the elementary course of study.

Credit will be given for all summer session and correspondence work successfully completed. It will not be difficult for ambitious teachers to secure in this way the normal school training and diploma.

Each experienced teacher will have his work adjusted and planned according to his individual needs. Advanced standing will be allowed provisionally to those who seem to merit it.

The following general regulations will guide the advance standing committee in planning for the completion of the normal course through correspondence and summer session work:

1. Any teacher holding a valid credential may enter.
2. An academic foundation equivalent in substantial values to that outlined under General Requirements, page 13, will be expected of candidates for graduation.
3. Advanced standing may be granted, not in excess of eighty normal term units, to teachers whose academic and professional experience warrant it.
4. The minimum amount of work to be done by candidates for graduation, in residence, either at summer session or during regular terms, shall be for the present not less than forty-eight units. When sufficient correspondence work is offered this may be reduced to thirty-two units.
5. Summer session credit shall be given at the rate of four term units for each subject taken five (5) times a week for six weeks.
6. Correspondence work may be undertaken any time between September 1 and April 1 of the following year.
7. Not more than two courses of correspondence work of a total of not more than eight units of credit may be taken at the same time. Four courses may be completed in a half year.
8. Each course will be divided into eight separate correspondence lessons.

## 9. Credit for correspondence work will be given as follows:

Education I (Psychology) .....	5 units
Education III (School Administration) .....	5 units
School Law .....	5 units
*Methods in Physical Education .....	3 units
*Methods in Composition .....	1 unit
*Methods in Arithmetic .....	3 units
*Methods in Writing .....	1 unit
*Methods in Grammar .....	2 units
Methods in History and Civics .....	3 units
*Methods in Literature .....	1 unit
*Methods in Spelling .....	1 unit
*Methods in Geography .....	3 units
*Methods in Science I (including Hygiene and Health) ..	2 units
Methods in Science II (including Nature study and Agriculture) .....	1 unit
Methods in Art .....	3 units

10. The courses in the above list marked with a star (\*) are now ready for students.

11. All students who register for correspondence work should write for special circular. A deposit of \$2.50 is required of all who enroll, and in addition a fee of \$1.00 for each course in which registration is desired. The deposit is returned at any time the student desires to withdraw from the school, less any charges for lost books, etc., that may stand against the student. The fee of \$1.00 for each course is to cover the cost of sending lessons and study material. It is not returned to the student.

## NORMAL EXTENSION WORK.

The State Normal School at Chico undertakes, in so far as it may, the work of extending its services to teachers, superintendents and boards of education.

There have been in the past, and will be hereafter to an increasing degree, two forms of extension service required of this school. In the first place, teachers and school officers may write concerning problems of the course of study, methods of teaching, devices and aids in instruction, administrative helps or hints, plans for parent-teachers' clubs, and the wider social service of the school. All of these have already been worked out in actual co-operative practice to a greater or less degree.

The second and more intensive form of extension work that the normal school undertakes concerns itself directly with the schools, and particularly with the rural schools that lie within easy visiting distance. Most of these schools are taught by graduates of the Chico Normal. To these schools, their patrons, trustees and teachers, this school offers its friendly hand in any educational enterprise in which it can assist.

There are many ways in which this school may be helpful. Sometimes advice and suggestions are sought in the purchase of library books. At any time neighboring teachers may borrow books from the Normal School Library for temporary use in their own work. Specimens, pictures, and various materials for instruction may be secured in the same way and for the same purposes, provided they be returned in good condition.

The new and special lines of education, such as physical training, school gardening, manual training, and domestic economy, have already taken their places in the best city schools and are gradually winning their way into progressive rural communities. When desired, this Normal School may be able to assist the teachers in the introduction of this work and in its successful direction.



Plans for the beautifying and improvement of school buildings or grounds and suggestions and assistance in the execution of such plans will be furnished to all who ask for them.

Frequently it will be possible for members of the faculty of the Chico Normal to visit schools within easy traveling distance upon the invitation of their teachers. In this way it is sometimes possible to start school gardening, tree planting, manual training, sewing, or to give helpful suggestions in playground activities, or even in the work of the standard subjects of the curriculum.

The Normal School has started a tree and shrub nursery so that it may be able to assist rural school districts in the improvement of their grounds not only with suggestions, but with living plants and help in setting them out.

Our student-teachers in training are indirectly benefited by this intimate and friendly relationship that exists between this school and its departments on the one hand, and the rural schools of the neighborhood and their needs on the other. Such a relationship must of necessity make our work more practical and focus it more definitely upon real problems and activities. Thus the preparation of the student-teachers in training can not fail to be improved.

But it should accomplish much more than this. Wisely extended and used at all times for the benefit of the teachers and schools that it touches, it will give opportunity to our student-teachers themselves for actual insight into the rural school situation, and occasionally even for actual co-operative assistance and classroom experience in training in the rural schools that lie about us.

One of the most interesting and important forms of extension work that has been started and will be continued by this school is the encouragement and development of parent-teachers' associations, literary societies, and like clubs and organizations that seek to center in the rural school a portion

of the social life of the people who live around it, especially including the adults. It is generally possible for such associations already established to secure the assistance of members of the faculty of the Normal School in musical or literary programs. An excellent stereopticon and a large number of slides will be used and illustrated talks given without cost whenever it is possible to make arrangements for them. Help will be freely given to any teacher or district that asks for assistance in organizing the people of the neighborhood into clubs, societies, or associations with headquarters in the local school.

The only cost at any time to the districts that desire extension service from this Normal School will be the actual cost of transportation of the materials or individuals required by the work.

## POSTGRADUATE WORK.

The library, apparatus, and faculty of the school will be at the service of those graduates of the school, or of others who are teachers in the state, who wish to do special graduate work, in so far as such work does not conflict with the regular conduct of the school. It very often happens that many who teach for a part of the year find themselves free for further study and could work in the methods classes or reading in the library while the school is still in session. This special work, whether in laboratories, library, or classes, can be planned and directed by members of the faculty in such a way as to be of great benefit to those who wish to undertake it. Graduates are invited to correspond with members of the faculty whenever they find themselves in need of such information or assistance as the faculty can give.

## UNIVERSITY CREDITS AND THE HIGH SCHOOL CREDENTIAL.

Attention is called to the fact that arrangements are now complete whereby advanced credit will be given to the specially recommended graduates of any one of the state normal schools. When conditions have been complied with, Normal graduates may be admitted to the University with advanced credit in the amount of 48 units. This maximum credit (48 units) will be allowed when the applicant can, in one semester's work at the University, complete the requirements for the Junior Certificate.

Graduates of this school with proper prerequisites who desire to secure the high school credential entitling them to teach in any high school in California may do so without disadvantage. The University will allow them two years of advanced standing (one and one-half undergraduate and one-half postgraduate) on the five-year course that leads to the credential.





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CALIFORNIA  
STATE NORMAL SCHOOL  
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ADMISSION REQUIREMENTS AND  
COURSE OF STUDY

1918-19



CALIFORNIA STATE PRINTING OFFICE  
SACRAMENTO  
1918

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# STATE NORMAL SCHOOL

CHICO, CALIFORNIA

## PUBLICATIONS—BULLETINS

### **Bulletin No. 1. SCHOOL GARDENS FOR CALIFORNIA SCHOOLS.**

A manual and teacher's guide in the making of school gardens, especially designed to meet the conditions of California schools. Illustrated, 80 pages, *30 cents postpaid*. B. M. Davis, Chico State Normal School.

### **Bulletin No. 5. Part I, Map Geography.**

Part II, Journey Geography for Beginners.

96 pages, *30 cents postpaid*. C. K. Studley, Chico State Normal School.

### **Bulletin No. 6. GEOGRAPHY COURSE OF STUDY (for use in the Fifth and Sixth grades).**

A series of lesson plans assisting the teacher in preparing and presenting an introductory course in Geography. It follows the California State Series Introductory Geography text and is designed to lighten the work of the teacher and at the same time bring out the true values of the subject. 82 pages, *25 cents postpaid*. C. K. Studley, Chico State Normal School.

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A series of spelling lessons consisting of words in common written use. These words are introduced a few at a time and adequate reviews are systematically provided. The introduction sets forth some fundamental principles of spelling methods 112 pages, *25 cents postpaid*. C. K. Studley and Allison Ware, Chico State Normal School.

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An outline of the rules and regulations for the administration of the Chico State Normal Training School. 12 pages, *5 cents postpaid*.

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A report showing teaching experience, salaries, tenure and advancement in service of graduates of the school, classes 1891-1915, 37 pages, *20 cents postpaid*. C. K. Studley and Allison Ware, Chico State Normal School.

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# Admission Requirements

AND

## Course of Study

State Normal School at Chico

California

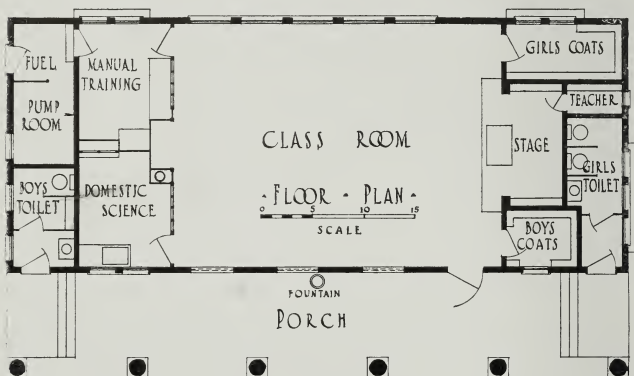
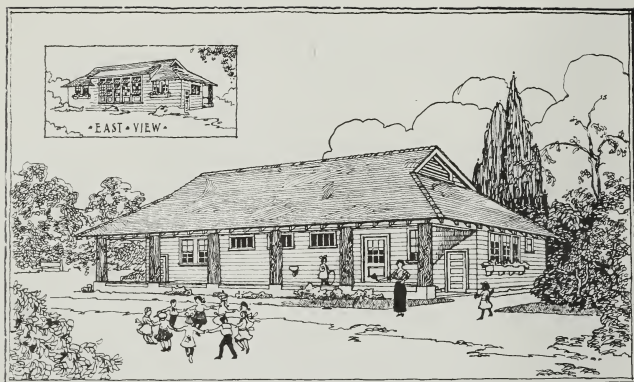
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1918

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*Q. 10*



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All students are required to spend at least two weeks in this building studying at first hand the special problems of rural school management.  
(With slight modifications this building was built for \$3,000.)

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.....	<i>Principal of Primary Department, Supervisor of Primary Reading</i>

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<sup>1</sup>Takes office August 1, 1918.

<sup>2</sup>President Ware left August 23, 1917, for Reserve Officers Training Camp, San Francisco. Commissioned Captain, and returned to Chico November 28. Left on leave December 12. Resignation offered December 10, and again May 23; accepted on latter date.

<sup>3</sup>In charge of school as Vice President, August 23 to December 12, 1917; acting President December 12, 1917, to August 1, 1918.

<sup>4</sup>On leave as U. S. S. G. Army Commissioner, March 10 to August 31, 1918.

<sup>5</sup>Died April 27, 1918.

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## CALENDAR FOR 1918-1919.

### FALL SEMESTER—1918.

Semester opens: Admission and registration of new students-----	} 9 A.M. Saturday, September 7
First term work begins-----	9 A.M. Tuesday, September 10
First term ends-----	Friday, November 8
Second term work begins-----	9 A.M. Monday, November 11
School closes, Christmas vacation-----	3.35 P.M. Friday, December 20
School reopens-----	9 A.M. Monday, January 6, 1919
Second term ends-----	Friday, January 24, 1919

### SPRING SEMESTER—1919.

Semester opens: Admission and registration-----	9 A.M. Saturday, January 25
Third term work begins-----	9 A.M. Monday, January 27
Third term ends-----	Friday, March 28
Spring vacation-----	March 28 to April 7, inclusive
Fourth term work begins-----	9 A.M. Monday, April 7
Fourth term ends-----	Friday, June 6
Commencement-----	Friday morning, June 6, at 9.30

Exact dates of summer session have not yet been definitely fixed. Those interested should write for summer session bulletin about May 1, 1919.

N. B.—Students may enter at any time; but if they enter at other time than at the beginning of a term there may be some disadvantage in program making. Correspondence work may be begun at any time between September 1 and April 1 of each school year.

## GENERAL INFORMATION.

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The State Normal School at Chico was opened to students in 1889. Since then it has graduated 1,760 teachers. Of this number 245 have been men. In addition 21 special diplomas have been granted.

The purpose for which the school was founded and the aim of every activity within it is the training of teachers. It is a professional school with a definite professional spirit. It is open only to students who wish to become efficient teachers, and who have the requisite foundation of academic preparation, personality and character.

### **Demand for Trained Teachers.**

For several years there has been an increasing demand for teachers who have a normal school training. The demand for such teachers has been increased by the constant demands of educational authorities, local, state, and national, that our teachers be better trained. With the additional emphasis being put upon elementary school education, which has been the outgrowth of the world struggle for democracy, this demand for trained teachers will grow still more rapidly.

### **A Growing Scarcity of Teachers.**

For some few years past there has been an apparent surplus of teachers in California, and some of the graduates of state normal schools have had difficulty in getting positions. This situation has changed. At least as far as northern California is concerned, the surplus has disappeared or is rapidly disappearing.

If the war continues for two or three years longer, and this seems quite possible, there is much reason to fear a positive shortage of teachers. The men teachers, by enlistment, by

draft, and by their entrance into other activities where the demands and rewards are greater, are rapidly disappearing from the teaching forces. Because almost no men are entering the normals this year, there is no prospect of a new supply. The Chico Normal has been entirely unable to supply the demand for men teachers this year, especially for manual training and principalship positions.

This year the California normal schools graduated large classes of women because last year's entrance classes were large and most of those who entered last year returned this year. However, this year's entering classes, not only in the California normals and universities, but in all institutions all over the country are from twenty to forty per cent smaller than last year. The inevitable consequence is that in another year the new trained teachers will show a very marked falling off in numbers. This, with the usual number dropping out of teaching, plus the great draft made on women as well as men teachers for other activities, will, if the war continues for some time, make a shortage of teachers certain. However unfavorably this shortage may affect the individual schools, it will probably mean that the better trained teacher will not only get the better positions but will also be able to command salaries commensurate with other occupations. It is evident, therefore, that the teaching profession is a good one to get into at present, and that the earlier people enter school to prepare for teaching the better their chances of being ready to take advantage of the larger opportunities. This is a good time to start to normal.

The diplomas of the California normal schools are permanent teaching credentials, entitling the holder to teach in any elementary school in California. They are generally recognized as valid throughout the other states.



### **The School Surroundings.**

The State Normal School at Chico is located in a beautiful and prosperous section of the state. Its campus of eleven acres is known for its splendid grove of trees, most of them planted by the hand of General John Bidwell. At the rear of the campus flows a clear mountain stream, fresh from a Sierra canyon.

Chico is a city of homes and schools. The social environment of the students is therefore just what may be found in the better class of growing, progressive California cities with populations of from ten to twenty thousand.

The churches and young people's religious societies of Chico give a hearty welcome to all students who wish their privileges and benefits. Each year through the agency of the school, as well as through the Chautauqua and the various women's clubs of the city, a number of the better sort of musical and literary programs are furnished.

### **Board and Lodging.**

Board and lodging in approved private families ranges from twenty-two to twenty-seven dollars per month. Suites of furnished rooms, in private families, may be rented by students who wish to keep house. By clubbing together, such students may reduce expenses to fourteen or fifteen dollars per month. Students who board themselves will be under special supervision, and any evident neglect on their part to provide properly for their wants will be reported to parents or guardians. It has not been difficult for strong students to find work, usually in the nature of domestic service, by means of which all or part of the expense of board and lodging may be defrayed. Arrangements for such work may be made generally, only after the student's arrival, and all students who propose to work their way through should come prepared to take care of themselves until work may be found.

### **Buildings and Equipment.**

The state normal building is a structure of thirty-six rooms. It is equipped with library, gymnasium, apparatus and materials for thorough and efficient work in all departments. Important additions have recently been made to the equipment for industrial and manual training.

Among the features of the school worthy of particular mention as offering special advantages are the museum, library, gymnasium, natatorium, training school and assembly hall.

The museum is a large, well-lighted hall, containing an unusually complete collection of specimens. Its contents serve for purposes of illustration in normal and elementary school classrooms.

The library consists of over twenty thousand volumes. Its magazine rack contains over fifty current periodicals. The collection of books has been very carefully made. Library privileges are extended fully to all students and to any others who make special application.

The gymnasium is provided with shower baths, apparatus and a running track, and is well warmed and ventilated. It is large enough for indoor basket ball.

A swimming pool, now entirely inclosed, is maintained for the use of students and has equipment for regular training of physical education classes. It is a well constructed and well equipped cement tank and gives opportunity for one of the most healthful and useful forms of physical exercise. Shower baths and dressing rooms have been added recently and make the equipment very complete.

### **The Training School.**

The heart of a modern normal school is, of course, that part of the institution in which student teachers develop and prove their fitness for actual classroom duty. The Training School of the Chico Normal is a new and modern grammar school

building containing twenty-six classrooms. It is situated on the campus but a few steps from the main building with which it is connected by a corridor. Each student is required to spend two periods per day throughout the senior year actually directing and instructing classes in the Training School. There are more than four hundred children enrolled in training school classes.

Besides the graded Training School there is a Standard Rural School in its own building upon the Normal campus. In this school every student, before graduation, is given such experience as will enable him to familiarize himself with the peculiar problems of management and method of the ungraded rural school.

#### **Tuition Is Free.**

Students are required to provide themselves with ordinary student supplies and some of their textbooks. More than half of the texts in use are furnished free from the school library.

All students are required to deposit the sum of \$2.50 as a deposit fee and breakage fund. This sum is used to defray the cost of the diploma and other graduation expenses. Students who leave before graduation will receive their deposit, less any charges for loss or damage that may be against them.

All special students who do not plan to become teachers are required to pay, in addition to the deposit above mentioned, the sum of \$5.00 per half year as tuition. This is not returned.

#### **Student Activities.**

Various phases of school life have given rise to a number of activities, all of which have open membership lists. Athletics are managed by the Young Men's and Young Women's Athletic Associations; the *Normal Record*, a school magazine, is issued by an editorial staff and board of managers elected by the students. Annual contests in basket ball and debating

usually held with other normal school teams have been suspended for the duration of the war. The Young Women's Christian Association has a vigorous chapter. The students, as a whole, are organized under the name of The Associated Students of the Chico Normal, for the purpose of transacting business pertaining to general student affairs and of auditing the accounts of the minor organizations. They also maintain a loan fund for the use of students in need of such aid.

#### **Chapel Exercises.**

Four times each week the assembly period is devoted to exercises of a literary or musical character. The students and faculty of the school prepare and present these programs. Well-known speakers or educators from without are sometimes secured.

#### **The Annie E. K. Bidwell Playground.**

Upon the Normal School campus has been developed a modern children's playground. It gives added opportunity for the training of teachers in playground supervision, and furnishes public play space and recreation grounds for many of the children of the city. A large and important part of the training of teachers in playground leadership consists of this actual experience in charge of children and equipment.

#### **To Superintendents, Principals, and School Trustees.**

The placing of a teacher where he may do his best work is often just as important as his training. Many a good teacher is handicapped by an ill-fitting assignment of work. This institution is willing to aid in supplying teachers to suitable positions at any time that it may have graduates who are candidates for appointment.

*Special teachers in domestic science, art or manual training can sometimes be furnished.* Often teachers can be found

who will instruct in one or more of these special subjects for part of the time and fill out the rest of the day with instruction in the common branches.

Applications for teachers should be addressed in care of the president of the school, and should contain a statement of the conditions under which the teacher must work. No candidate will be recommended for a position who does not seem to warrant the full conviction that he or she will meet with complete success in assuming the duties that the particular place involves.

## REQUIREMENTS FOR ADMISSION TO PROVISIONAL AND FULL UNDERGRADUATE STANDING.<sup>1</sup>

### I. General Qualifications.

Every person admitted as a student to the normal schools of the state must be of good moral character, of good health, without physical or other defect which would impair his fitness for the teaching service, of at least sixteen years of age, and of that class of persons, who, if of proper age, would be admitted to the public schools of the state without restriction.

### II. Units.

A unit is hereby defined to be a course of study of five full periods per week, taken for one year of not less than thirty-six weeks. Fractions of units may be accepted and counted.

### III. Requirements for Provisional Undergraduate Standing.

(a) *Graduates of public high schools of California* approved by the State Board of Education, graduates of other schools of California recognized by the University of California as qualified to recommend students for entrance to said university, and graduates of schools of secondary grade of other states recognized by the president of the normal school concerned as equal in rank to an accredited public high school of California, *who have completed a regular four-year course of study amounting to not less than fifteen entrance units, and who are recommended in at least eleven units including the seven prescribed units, by the principal of the school in which such course of study was completed, may be admitted to provisional undergraduate standing.* (See courses required in high school, on following pages.)

(b) Teachers holding valid primary, elementary, kindergarten-primary or special certificates to teach in any county

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<sup>1</sup>This is a reprint of the regulations of the State Board of Education.

of the state may be admitted and given such provisional undergraduate standing as may be determined by the faculty of the school.

(c) Holders of normal school diplomas or certificates granted in other states, who present satisfactory evidence that they have had training equivalent to that required for admission to the normal schools of this state, may be admitted and given such provisional undergraduate standing as may be determined by the faculty of the school.

(d) Applicants for admission who present more than sixteen units of credit, or who have had advanced work in a post-graduate course in a high school, or in any institution of collegiate grade, may be admitted and given such provisional undergraduate standing as may be determined by the faculty of the school, provided that at least four units shall be required for graduation.

(e) Holders of bachelors' degrees issued by institutions authorized by the State Board of Education to recommend applicants for the high school teacher's certificate may be admitted and given such provisional undergraduate standing as may be determined by the faculty of the school; provided, that such persons may be graduated only after completing a minimum of two and one-half units of professional work in the normal school.

(f) Persons over twenty-four years of age, not possessing the credentials prescribed above, may be admitted to provisional undergraduate standing on such special qualifications of character, education and general intelligence as may, in the judgment of the faculty of the normal school concerned, be equivalent to any of the above requirements; provided, that such persons may be graduated only after completing a minimum of two and one-half units of professional work in the normal school.

(g) A student received by transfer from another California state normal school shall not be graduated until he has completed at least two full units of work in the period immediately preceding graduation.

#### IV. Requirements for Full Undergraduate Standing.

Students who have fulfilled the requirements for provisional undergraduate standing, and who have passed a *satisfactory examination in reading, writing, spelling, English grammar, composition, arithmetic and geography*, or who have completed the course or courses provided in these subjects in the normal school, may be admitted to full undergraduate standing. Such examination shall be given not later than the end of the first half-year after entrance into the normal school. Should the student fail to pass a satisfactory examination in any of these subjects, such student shall be remanded to a regular high school or normal school class offering work in the subject or subjects in which he has failed.



## MINIMUM REQUIREMENTS FOR GRADUATION FROM STATE NORMAL SCHOOLS.

No student shall be admitted to candidacy for graduation who has not been admitted to full undergraduate standing.

*N. B.—Contrary to an impression that has gone abroad, the normal school course is not THREE but TWO years in length for regularly prepared and admitted high school graduates. The three-year course recently adopted by the State Board of Education is not intended to apply to any one entering before July 1, 1920.*

Before graduation, each candidate must complete credit courses as follows:

A. The following courses which must be taken in the high school:	Units
<i>English Language and Literature, elementary</i> , including grammar, composition and oral expression-----	2
<i>English Language and Literature, advanced</i> , a full year course, with special emphasis on oral and written composition and study of the kinds of writing (narration, description, exposition)-----	1
<i>Physical Science</i> —One unit of general science, including the applied elements of physics, chemistry and physical geography, or two units of college preparatory physical sciences-----	1 or 2
<i>Mathematics</i> , including general mathematics or the applied elements of algebra, or plane geometry, or commercial arithmetic-----	----
<i>World History</i> , either of the following:	
(a) General History. A year of general history with emphasis on modern European history-----	1
(b) World History. A two-year course in ancient, medieval, and modern history-----	2
<i>History of the United States and Civics</i> , including local and state government -----	1

**B. The following courses which may be taken in high school or in normal school:**

If not taken in high school the student's normal school course will probably require more than two years for completion.

* <i>Biological Science</i> , including physiology, hygiene and sanitation_	1
* <i>Drawing and Painting</i> , including applied design_	1
* <i>Music</i> , including sight reading, three-part singing, and three-part harmony _	1
* <i>Manual Training or Household Arts or Elements of Agriculture</i> (including practical work in gardening, floriculture and plant propagation); provided, that for students entering after June 30, 1919, one unit shall be required in manual training, or household arts, or both, and one unit in elements of agriculture, including practical work in gardening, floriculture and plant propagation _	1

**C. The following courses which must be taken in the normal school:**

<i>Elements of Applied Sociology</i> , including the study of institutions and social organizations, rural life and rural school problems_	$\frac{1}{2}$
<i>Education</i> , including a study of the school as an institution and the curriculum, general psychology applied to education and general method _	1
<i>Practice Teaching and Spécial Methods</i> which shall familiarize the student with and give him a mastery of the state series of text-books, and which shall in addition thereto include special methods in all of the required statutory subjects; provided, that at least one (1) unit shall be given to practice teaching and at least one-third of the total time given to practice teaching shall be in a classroom, by the classroom method and under direct supervision _	2 $\frac{3}{4}$
<i>The California School System, School Law</i> , and their development	$\frac{1}{4}$
<i>Physical Education</i> , athletics, play, school playground equipment, and indoor and outdoor recreation_	$\frac{1}{2}$
<i>Possible Electives</i> _	8

\*The Chico Normal is prepared to give all the work required for graduation in Drawing and Painting, Music, Manual Training and Household Arts, and Biological Science.

Students entering under the provisions of III (a), Part II above, must complete at least three of the possible elective units in the normal school.

Elective units secured in normal schools may include any of the subjects listed under "Requirements for Graduation," which may be taken either in high school or in normal school.

A student of a normal school serving as a student teacher shall receive credit only for teaching done in a normal training school, or as an assistant to a regularly certified teacher who shall supervise the work

## SPECIAL REGULATIONS.

The foregoing minimum requirements established by the State Board of Education are the general basis upon which students may enter and graduate from the State Normal School at Chico. In addition the following special regulations will be enforced:

1. Excess accredited high school work not equivalent to normal school required or elective work will receive no advanced standing credit.

2. University, college or junior college work, shall be accredited at the rate of four normal term units for three university semester units up to a total of not more than eighty normal term units.

3. All students admitted, save under rules (c) and (g), pages 15 and 16, shall be required to complete at least one year of regular normal school work.

4. The term "unit" as used in the general requirements of the State Board of Education is defined as "a course of study of five full periods per week, taken for one year of not less than thirty-six weeks." For purposes of recording high school work and for the transfer of students the state board definition of unit will be used; but in organizing the course of study of the school a term unit shall be considered as the basis. The normal school term unit shall consist of one period of work per week for a term of not less than nine weeks, and, therefore, a state board unit constituting one-fourth of a year's work will be understood hereafter as equal to twenty normal term units, each consisting of one period of class work per week for not less than nine weeks.

## DIRECTIONS TO STUDENTS.

The following suggestions should be carefully noted :

1. *Plan your own program and understand it.* Study your own problems arising from conflicts, conditions, prerequisites, and electives, and know the answers to them. No amount of help can keep a program straight if the student doesn't care.

2. Students admitted with advanced standing should work out a complete program, with the advice of the Advanced Standing Committee.

3. Students should consult their class teachers in all matters affecting their progress.

4. Conditions and failure should be removed at once. If the name or program place of the work has been changed, consult your class teacher and arrange for it.

5. The normal course will be figured hereafter as a total of 160 units. That is to say, one unit of work as figured in the past will hereafter count as 8 units. A normal term unit is now one class period per week with necessary preparation for a term of nine weeks.

6. Students should register for a minimum of 20 periods of work per week. A maximum of 25 periods is permitted. This may not be exceeded save in exceptional cases upon the written request of class teacher and the signed consent of all study teachers concerned. All programs must be approved by the class teacher.

7. Each senior teaching block with its seminars will be figured as 15 units. Credit for each block will hereafter be counted as a whole when all its teaching and seminar requirements have been completed.

8. Electives in manual training and household arts will be credited to all who take them successfully, even though not carried through to actual practice teaching.

9. New students should plan to remove at once any conditions due to deficient preparation as required by the entrance requirements of the State Board of Education.

10. In case of entrance conditions the student should know just how the making up of such deficiencies will affect his program; whether it will prolong the period of his training or whether it may be tucked in as elective or extra work.

11. The junior work falls into four sections of nine weeks each. Any one of the four may be taken first, but the remaining sections must be taken in their regular order. That is to say, they may be taken in any of the following ways: I, II, III, IV; or II, III, IV, I; or III, IV, I, II; or IV, I, II, III.

12. The incoming student should plan with his class teacher a program that will provide for the completion of all the required junior work during the first year. By selecting the right section to begin with it will be possible to arrange for such electives as may be most needed or desired. For example, those who wish to take elective manual training, domestic science or domestic art should begin with Junior Section III.

13. In case it is found to be necessary to mix some junior work in with the senior program, special care must be taken to avoid conflicts and to provide prerequisites for the senior teaching assignments.

14. The following prerequisites for senior work should be carefully noted:

Block I. Preparatory arithmetic methods and preparatory history methods. In addition preparatory English methods is prerequisite to assignment to primary grades in Senior Block I.

Block II. Preparatory methods in science, art and music.

Block III. Preparatory methods in English and spelling.

Block IV. Preparatory methods in geography and composition.

15. Tests to qualify for full undergraduate standing will be given in the course entitled "Tests and Reviews." These tests include the following subjects: reading, writing, spelling, English grammar, composition, arithmetic, geography, physiology, and history. All students must take these tests, save those who present high school credit in equivalent subjects and those who may be specially excused under the rule of the State Board of Education.

16. Any student failing to pass a satisfactory test in any of these subjects will be remanded to a high school or normal school class, or to such individual study as may remove the condition.

17. Students conditioned in reading, writing, spelling, or composition will not be permitted to teach any senior block in the training school until the condition is removed; and students conditioned in grammar, arithmetic, or geography will not be permitted to teach a senior block containing the conditioned subject, until the condition is removed.

18. All the men of the school engage in regular physical exercise and recreation at 3.30 p.m. on Tuesdays and Thursdays. This work is required of all and no other school engagement is permitted to conflict with it.

## Junior Curriculum.

Courses	Room	Periods per week	Units of credit
Period 1 (9:00-9:45)—			
Education I (Psych.).....	I	5	5
Preparatory History Methods.....	D	3	3
*High School Music.....	Assem.	5	5
*Domestic Science.....	Lab.	5	5
*Printing.....	Prt. Shop	5	5
Period 2 (9:45-10:30)—			
Preparatory Arithmetic Methods.....	A	3	3
Tests and Reviews.....	B	5	
*Elementary Manual Training.....	Shop	5	5
*Special Art.....	Studio	5	5
*Special Music.....	Assem.	5	5
*Elective Arithmetic Methods.....	A	2	2
Period 3 (10:30-11:15)—			
†Chorus (Wednesday).....	Assem.	1	$\frac{1}{2}$
Preparatory Music Methods.....	Assem.	3	3
Preparatory Science Methods.....	C	3	3
*Public Speaking and Story Telling.....	Q	4	4
*Grammar.....	J	4	4
Period 4 (11:15-12:00)—			
School Law.....	Q	5	5
Preparatory Art Methods.....	Studio	3	3
Applied Sociology II.....	I	5	5
*Preparatory Manual Training Methods.....	Shop	5	5
*Special Composition.....	B	5	5
*Elementary Manual Training.....	Shop	5	5
*Printing.....	Prt. Shop	5	5
Period 5 (1:00-1:45)—			
Preparatory Geography Methods.....	Q	3	3
Preparatory Composition and Spelling Methods.....	B	2	2
Education II (Psych.).....	I	5	5
*Hygiene and Health.....	C	5	5
*Domestic Art.....	Sew. Rm.	5	$2\frac{1}{2}$
*Elective Music.....	Assem.	5	5
*High School Art.....	Studio	5	5
Period 6 (1:45-2:30)—			
Education III (Pedagogy).....	I	5	5
Preparatory English Methods.....	J	5	5
Tests and Reviews.....	B	5	
*Domestic Art.....	Sew. Rm.	5	$2\frac{1}{2}$
*Industrial Art.....	K	5	$2\frac{1}{2}$
*Wood Turning.....	Mach. Rm.	5	} $2\frac{1}{2}$ -5
*Advanced Manual Training.....	Mach. Rm.	5	
Assembly (2:30-2:50)—All students required to attend.			
Period 7 (2:50-3:35)—			
Physical Education.....	F. & Gym.	5	5
Applied Sociology I.....	I	5	5
*Oral Expression.....	Q	5	5
*Special Music (Harmony).....	Assem.	5	5
*Industrial Art.....	K	5	$2\frac{1}{2}$

\*Subjects with stars are electives. When a normal school course is taken to satisfy an entrance requirement, entrance credit will be given.

Additional electives will be announced from time to time.

†Four units of credit will be given for two years participation in Assembly Chorus at this time, and during regular Assembly period.



## Junior Programs.

Work Regularly Required.

Section I	Section II	Section III	Section IV
1.	Education I (Psych.)		Preparatory History Methods
2. Tests and Reviews (or in Section III)	Preparatory Arithmetic Methods		
3. Chorus	Chorus	Chorus: Preparatory Music Methods	Chorus: Preparatory Science Methods
4.		Preparatory Art Methods	Applied Sociology II
5. Preparatory Geography, Composition and Spelling Methods.		Education II (Psych.)	
6. Education III (Pedagogy)	Preparatory English Methods	Tests and Reviews (or in Section I)	
7.	Physical Education	Applied Sociology I	

1. The above schedule of programs shows the prescribed work of the four junior sections.

2. Those assigned to Section I will take that program first; then sections II, III, and IV in the order named.

3. Those assigned to Section II will take that program first; then sections III, IV, and I in the order named.

4. Those assigned to Section III will take that program first; then sections IV, I, and II in the order named.

5. Those assigned to Section IV will take that program first; then sections I, II, and III in the order named.

6. Electives should be selected to fill up the program.

7. In cases of advanced standing or serious entrance conditions, the above schedule of junior programs may need to be disregarded. In all such cases changes due to advanced standing will be approved by the Advanced Standing Committee. Changes due to entrance conditions or other troubles must be approved by the class teacher.

8. It should be the first purpose of the junior student to complete all required junior work before the end of the year. This is the best assurance that the student can offer as to his earnestness and his prospects of success.

9. At the time of registration students should make a program card on rough paper for their own use.

10. At the end of the first week, when all program changes and uncertainties have been settled, a period will be set aside for the making of residence address cards, program cards, and individual term record cards. These records are of the utmost importance and must be accurately made out and promptly filed with the class teacher.

11. The \$2.50 library and diploma deposit, required of all students, should be paid at the time of registration and will be delinquent one week after the date of entrance.

## COURSE OF STUDY.

**Junior Year.**

(Required work.)

Tests and Reviews-----	5 periods a week, 9 weeks	-----
Education I-----	5 periods a week, 9 weeks	5 units
Education II-----	5 periods a week, 9 weeks	5 units
Education III-----	5 periods a week, 9 weeks	5 units
Applied Sociology I-----	5 periods a week, 9 weeks	5 units
Applied Sociology II-----	5 periods a week, 9 weeks	5 units
Physical Education I-----	5 periods a week, 9 weeks	5 units
Preparatory Science Methods-----	3 periods a week, 9 weeks	3 units
Preparatory Arithmetic Methods-----	3 periods a week, 9 weeks	3 units
Preparatory English Methods-----	5 periods a week, 9 weeks	5 units
Preparatory Music Methods-----	3 periods a week, 9 weeks	3 units
Preparatory Art Methods-----	3 periods a week, 9 weeks	3 units
Preparatory Geography Methods-----	3 periods a week, 9 weeks	3 units
Prep. Comp. and Spelling Methods---	2 periods a week, 9 weeks	2 units
Preparatory History Methods-----	3 periods a week, 9 weeks	3 units
Chorus -----	2 periods a week, 36 weeks	4 units
		—
		59
Elective -----		21
		—
Total for Junior year-----		80

**Senior Year.**

(Required work.)

School Law-----	5 periods a week, 9 weeks	5 units
Teaching Block I-----	10 periods a week, 9 weeks	10 units
Seminar Block I-----	5 periods a week, 9 weeks	5 units
Teaching Block II-----	10 periods a week, 9 weeks	10 units
Seminar Block II-----	5 periods a week, 5 weeks	5 units
Teaching Block III-----	10 periods a week, 9 weeks	10 units
Seminar Block III-----	5 periods a week, 9 weeks	5 units
Teaching Block IV-----	10 periods a week, 9 weeks	10 units
Seminar Block IV-----	5 periods a week, 9 weeks	5 units
Education IV-----	2 periods a week, 36 weeks	5 units
		—
		70
Elective -----		10
		—
Total for Senior year-----		80

The following electives are provided. Students may register for any of these with the consent of the class teacher, provided the courses selected do not conflict with prescribed work.

Elective Teaching of Manual Training, Domestic Art, Domestic Science, Physical Education and Playground Supervision, Library Practice and Extension Work, with necessary seminars and conferences.....			Credit as arranged
Hygiene and Health.....	5 periods a week, 9 weeks	5 units	
Reading I.....	5 periods a week, 9 weeks	5 units	
Reading II.....	5 periods a week, 9 weeks	5 units	
Manual Training.....	5 periods a week, 18 weeks	10 units	
Prep. Methods in Manual Training...	5 periods a week, 9 weeks	5 units	
Rec. Indus. Course, Saturday mornings.....	Credit as arranged		
Special Manual Training I.....	5 periods a week, 9 weeks	5 units	
Special Manual Training II.....	5 periods a week, 9 weeks	5 units	
Building Trades Training I.....	10 periods a week, 9 weeks	5 units	
Building Trades Training II.....	10 periods a week, 9 weeks	5 units	
Metal Work I.....	5 periods a week, 9 weeks	5 units	
Metal Work II.....	5 periods a week, 9 weeks	5 units	
Mechanical Drawing I.....	5 periods a week, 9 weeks	5 units	
Mechanical Drawing II.....	5 periods a week, 9 weeks	5 units	
Domestic Science.....	10 periods a week, 9 weeks	10 units	
Advanced Domestic Science.....	10 periods a week, 9 weeks	10 units	
Domestic Art I.....	5 periods a week, 9 weeks	5 units	
Domestic Art II.....	5 periods a week, 9 weeks	5 units	
Special Art I.....	5 periods a week, 9 weeks	5 units	
Special Art II.....	5 periods a week, 9 weeks	5 units	
Special Music I.....	5 periods a week, 9 weeks	5 units	
Special Music II.....	5 periods a week, 9 weeks	5 units	
Preparatory Art*.....	5 periods a week, 9 weeks	5 units	
Preparatory Music*.....	5 periods a week, 9 weeks	5 units	
Biological Science.....	5 periods a week, 36 weeks	20 units	

Students who are found to be seriously deficient in elementary preparation in spelling, writing, composition, arithmetic, United States history and civics, or in any elementary subject, may be required to take special preparatory work, without credit, to correct the deficiency.

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\*Required of all who have not successfully completed this work in their high school course.

## DESCRIPTION OF COURSES.

N.B.—Until the end of the war all work here described will be shaped more or less to meet such war needs as may arise, though in general only necessary modifications will be made.

## DEPARTMENT OF EDUCATION.

**Education I (Psychology): Junior.** *9 weeks; required.*

Essentially a study of child and adult psychology. The purpose is to gain a knowledge of the fundamental facts of human nature, as groundwork for efficient teaching. The method is that of lecture, textbook, and experiment.

*Mr. Meriam.*

**Education II (Psychology): Junior.** *9 weeks; required.*

Continuation of Education I, but with subject-matter so arranged that the priority of classes is not essential. Textbooks, "The Mind and Its Education," Betts, and "The Science of Human Nature," Pyle.

*Mr. Meriam.*

**Education III (Pedagogy): Junior.** *9 weeks; required.*

Concerns particularly the application of psychology to education, questions arising in connection with the meaning and methods of study, of the recitation and of examinations. Considerable attention is given to the values of the elementary curriculum and to the principles of program making.

Lectures and discussions; no textbook. *Mr. Meriam.*

**Sociology I.** *9 weeks; required.*

Increasing emphasis is nowadays placed on the school as a social institution. Education is not only for the individual but for society. The school is thus reckoned with renewed emphasis as a principal means of fashioning the individual to the demands of the state. Hence, the modern school is a study in itself. It is the purpose of Sociology I to make clear the place of the public school in the life of society, what is and

what should be. Hence, its material equipment, administration, management, the question of consolidation, and its relation to other educational institutions are all considered.

Lectures, with "Rural School Management," by Wilkinson, as a book of reference. *Mr. Meriam.*

**Applied Sociology II: Junior.** *9 weeks; required.*

Considers the social environment of the school. Its ambition does not include all the "problems of society." But assuming that a considerable portion of our students will immediately engage in rural school work, and that all must be interested in the welfare of the country, particular attention is given to questions of country life, *e. g.*, the economics of agriculture, social organizations, health and sanitation, recreation, political life, moral life. In a word, the direction and purpose of this course of study is to acquaint the prospective teacher with the values, the needs, and the lines of possible advance in her community.

Students report on special topics. Vogts' "Introduction to Rural Sociology" is a standard text. *Mr. Meriam.*

**Library Course.**

This course gives instruction in the use of books and libraries. It teaches the student the kinds of books to get for their libraries, how to get the books, and how to use them after they have them. The student learns to use the catalog, the Dewey system of classification, and the commoner reference books. Special attention is paid to book selection for children, types of books for different ages, and types of books to be avoided. Two or more hours per week; credit to be determined.

*Miss Dorothea L. Smith.*

**Tests and Reviews.**

Students are required to pass an examination in arithmetic, composition, geography, English grammar, United States history, physiology, reading, spelling, and writing. Students failing to pass in these subjects are remanded to review classes.

## DEPARTMENT OF ENGLISH.

**Preparatory English Methods: Junior.** *9 weeks; required.*

This course includes general methods of teaching in literature, grammar, reading and writing.

*Mrs. McQuade, Miss Trabue and Miss Osborn.*

**English Seminar: Senior.** *9 weeks; required.*

The course is intended to supplement the work of the preparatory methods and is given only to those who are at the same time teaching the English subject in the Training School. It deals with the specific problems that rise out of actual classroom experience and includes the direction and correction of the work of the student-teachers.

*Mrs. McQuade, Miss Trabue, Miss Osborn and Mr. Studley.*

**Reading: Junior.** *9 weeks; elective.*

Required of all who are found to need special voice training. Class and individual work for correct placing, increased flexibility, and pleasing quality of tone. Phonics, drills in articulation. Practical work in oral interpretation, narrative, descriptive and didactic reading, public speaking. Text used, "Foundations of Expression," by Curry. -----

**Grammar Content and Method: Junior.** *9 weeks; required.*

The aim of this course is to give the prospective teacher a thorough understanding of the work she is to accomplish in grammar, including a review of the fundamentals of English grammar and the discussion of methods and means of grammar instructions in the grades. This course has been found a necessary preparation for successful classroom practice. This is now elective and for remanded students. *Mrs. McQuade.*

**Public Speaking.** *9 weeks; elective.*

Aims to help prepare people to express themselves with clearness, with force, and in a pleasing way. A very important subject for teachers. -----

**Composition Seminar.** *9 weeks; required.*

The course is intended to supplement the work of the preparatory methods and is given only to those who are at the same time teaching the English subject in the Training School. It deals with the specific problems that rise out of actual classroom experience and includes the direction and correction of the work of the student-teachers. *Mr. Powers.*

**Preparatory Composition Methods.**

This deals with the aim of a composition course, methods of teaching and with methods of presenting the composition topic, of marking errors, of giving language drill, and of grading papers. *Mr. Powers.*

**OUTLINE OF PREPARATORY COURSE IN GRAMMAR.**

There are few essentials of English grammar in the grades, but to be of practical value these essentials must be taught thoroughly. It is, therefore, highly important that a teacher's preparation in this subject should include mastery of the principles of elementary grammar and a clear understanding of their connections and relations. The student will be expected to apply the following principles in the analysis and construction of sentences of medium difficulty:

1. The sentence and its classification.
2. Complements—attribute and object.
3. Objective predicate (omit clause as objective predicate).
4. Indirect object.
5. Modifiers—adjective, adverb, phrase, clause, noun as adverbial appositive.
6. The dependent clause.
7. Connectives.
8. Inflection of nouns for number and possessive case.
9. Classification and complete inflection of pronouns.
10. Verbs—classification and inflection (subjunctive mode in verb *to be* only).
11. The participle, its complements, modifiers and uses.



12. The infinitive, its complements, modifiers and uses.

13. Texts: English Lessons, Book II, State Series.

Supplementary:

McFadden, Language Series, Book III (Rand, McNally & Co.).

The Mother Tongue, Book II, Kittredge and Arnold (Ginn & Co.).

## DEPARTMENT OF MATHEMATICS.

**Arithmetic and Preparatory Methods: Junior A.** *9 weeks; required.*

The purpose of this course is to prepare student-teachers in the most fundamental parts of the subject-matter of arithmetic and in the most essential features of method that they will need in teaching arithmetic in their Senior year. The course of study forms the basis for a portion of the work in arithmetic methods. Instructions are given concerning observation and other matters pertaining to the work of getting ready to take charge of classes. The State Texts are given a careful study, and the student-teachers are required to be familiar with them in the closest detail.

*Dr. Stamper.*

**Arithmetic Seminar: Senior B or A.** *9 weeks; required with teaching.*

The main purpose of this seminar is to perfect a co-ordination between teaching practice and recommended methods. The student-teacher receives her directions in the seminar. Her teaching is inspected daily by the supervisor of arithmetic or assistant supervisor, and any comments on her work are made later in the seminar or through special conference.

Teachers are given work in arithmetic and methods beyond that required in the Junior A course.

*Dr. Stamper.*

**Elective Arithmetic Methods.** *9 weeks.*

Selected topics receiving minor emphasis in the required courses are expanded in this course. Among these are short methods, checks, approximations, and measurements. Emphasis is laid on facility and ease in ordinary figuring. Two units.

*Dr. Stamper.*

**Elective Arithmetic.** *9 weeks.*

Discussion of business forms; simple cash accounts and elementary bookkeeping.

*Miss Doyle.*

**DEPARTMENT OF HISTORY.****School Law: Senior.** *9 weeks; required.*

This course gives a comprehensive study of the organization of the school system, the powers and duties of the different educational officials, and especially the duties and privileges of teachers. Emphasis is laid on those things the teacher actually comes in contact with in school work.

*Supt. Camper.*

**Preparatory History Methods: Junior.** *9 weeks, 3 times per week; required.*

The aims of this course are: (1) to treat the educational value of history in order to see reasons for teaching history at all, and to see what it may accomplish in the scheme of education. It is necessary to know what results are expected before selecting the subject-matter and the methods of presenting it. (2) to get the spirit of history; (3) to get the principles of teaching history; (4) to get the principles of selection of history material for teaching; (5) to get specific methods of teaching history in the grades. Lectures and assigned readings.

*Dr. Miller.*

**History Seminar: Senior B or A.** *9 weeks; required.*

All students when teaching history will be required to take Senior history methods. The work will deal with the immediate problems that arise in the work and such additional discussion of courses of study, class management, etc., as may seem called for at the time.

*Dr. Miller.*

**DEPARTMENT OF PHYSICAL SCIENCE.**

**Preparatory Geography Methods: Junior A.** *9 weeks; required.*

The primary purpose of this course is to bring the student to a realization of the importance, scope, and sources of geographic information. The course of study is taken up and discussed so as to give a clear understanding of the reasons for each part, as well as the way in which the parts are linked together.

The State Series Geographies will be studied for the purpose of evaluating the different topics so that each may be given its proper emphasis and due allotment of time.

In this course and the one following, the attempt will be made to have each one become familiar with a number of the best supplementary books on the subject, so as to form a basis for the selection of such books for the school library.

*Mr. Studley.*

**Geography Seminar: Senior B or A.** *9 weeks; required.*

This course is to parallel the work of the student-teacher in the Training School. The time will be spent according to the needs of the class in conferences, readings, recitations, and lectures designed to give the student a grounding in the best methods of teaching geography in the public schools of the state.

To be taken by students teaching geography in the Training School under the direction of the Supervisor of Geography, to whom, through these classes, they will report for criticism on work accomplished and advice as to work to be done.

*Mr. Studley.*

**DEPARTMENT OF BIOLOGICAL SCIENCE.**

**Preparatory Science Methods: Junior.**

The purpose of this course is to give familiarity with living things and to work out helpful methods of presenting this to the child. Demonstration gardens are put in by each class

and the physical and biological forces working therein are studied in the field as well as in experimentation in the classroom. *Mr. Stebbins.*

**Science Seminar: Senior.**

In the Seminar students are taught to apply in the Training School the subject-matter and methods obtained in the preceding course and in previous training. Further development is made of the best methods of teaching nature study, especially in the elementary grades. *Mr. Stebbins.*

**General Biology.**

A course in General Biology will be included in the curriculum of next year. The details of this have not as yet been worked out. They will be announced later. *Mr. Stebbins.*

**DEPARTMENT OF ART.**

**Preparatory Art.** *18 weeks; required of all who have not had equivalent high school work.*

Beginning work in freehand drawing, light and shade, the study of color; its application to design, and painting from nature. *Miss Hetschel.*

**Preparatory Methods in Art: Junior.** *9 weeks; required.*

Principles and methods of teaching art of drawing, construction, and design. Each will be considered in detail, with suggestions as to the best texts, practical devices, sources and preparation of materials, and lesson steps for both primary and grammar grades. This course is preparatory to teaching in art classes in the Training School. *Miss Hetschel.*

**Art Seminar: Senior.** *9 weeks; required with teaching.*

Discussion of questions, methods and materials that arise in the classroom. Demonstration and instruction when necessary. Criticism and comparison of results. *Miss Hetschel.*

## PREPARATORY ART.

This preparatory course will serve as a basis for succeeding methods courses and teaching.

- I. A study of the underlying principles of composition and perspective. (Proportion, variation, subordination, rhythm, and balance.)
  - (a) Their application in rendering simple pictorial compositions in line, dark and light, and color, including work in landscape, still life, and fruit or flower sprays.
  - (b) Their application to simple decorative compositions, both in the abstract and conventional, including work in borders and surface patterns, rugs, book covers, wall paper, and the like.
- II. A study of color as to hue, value, and intensity, good and bad color combinations, with practical applications of color schemes to the problems in (a) and (b) of the above work.
- III. Tone values :
  - (a) Light and dark in its relation to decorative compositions.
  - (b) Light and shade in its relation to pictorial compositions.
- IV. Picture study.

Some time is devoted to the study of the world's great masterpieces. Students are required to have an appreciative knowledge of at least ten of these.

The results of this course are tested by the personal power of the individual to work out the above problems in a direct, expressive way.

The following mediums are required: pencil, charcoal, water colors, and crayolas. Emphasis is placed on freedom and power in rendering qualities of texture, line, tone, and color.

Students who enter may prove by tests whether or not they can meet the standards of this work.

Suggestions as to the selection of textbooks will be sent to those specially desiring them.

## PREPARATORY MUSIC.

The purpose of this work is to give enough musical experience to qualify for succeeding methods courses. It establishes for the student the following elementary standards of attainment:

*Imitation:* To repeat accurately the singing of any ordinary phrase of grammar school songs.

*Use of Voice:* (a) To sing in original key for at least sixteen measures; (b) To feel degrees of emphasis and contrast, and to express them by changing voice quality; (c) To sing primary school songs with taste.

*Rhythm:* (a) To discover the measure of music played upon the piano; (b) To locate primary stress; (c) To tap correctly notes used one to a beat, then beats divided by two, three, and four.

*Melody:* (a) To recognize common melodies sung without words; (b) To find the keynote, its third and its fifth, of simple songs sung by teacher or the class; (c) To distinguish between major and minor tonality; (d) To read from the staff, melodies in one key, selected from any textbook of common use in third primary grade; (e) To apply the syllables, *do, re, me, fa, sol, la, ti*, in singing a simple melody at first hearing.

The results of this work are tested solely by individual answers, expressed by singing, reading, writing, and the expression of musical judgments. No literary product, *i. e.*, definitions, theory, history of music, or secondhand information, is of the slightest value *if offered as a substitute for personal power*.

Music, as an expression, is a motor subject. The test of proficiency is how much and how well can the student create it, teach it, control it. Without this, music work becomes only imitative or memoristic training and fails utterly as a branch of real education.

**High School Music.** *6 weeks*

For those insufficiently, and entirely untaught; major tonality; use of sol, fa syllables; correct intonation; all material in Progressive Book I and Congdon Primer.

**Music Methods.** *9 weeks; required.*

Review of entire music field. Methods based upon Progressive Manual, Vol. I; demonstrations upon class, of school-room devices of all kinds. Discussion of material for eight grades. *Miss Lennon.*

**Music Seminar.** *9 weeks; required.*

Taken by all students while teaching music. Discussion of problems, etc. *Miss Lennon.*

**Grammar Grade Music Material.** *9 weeks; elective.*

Major and minor tonality: intervals; duets and trios; harmony as far as it may be rendered vocally. *Miss Lennon.*

**Harmony.** *5 weeks; elective.*

Primary triads, heard, sung and played upon piano; inversions; modulation to dominant and subdominant key; analysis of hymn tunes; harmonizing simple melodies and figured basses. Reference, Shepherd's Harmony Simplified. *Miss Lennon.*

## INDUSTRIAL ARTS DEPARTMENT.

**Primary Handwork.** *0 weeks; elective.*

A consideration of the true educational value of handwork for the first six grades, with such instruction in methods of teaching paper tearing, folding and cutting, cardboard construction, weaving and raffia work, as shall definitely accomplish the educational demands for constructive work in elementary schools.

Special attention will be given to Junior Red Cross work as long as the need continues. *Eva M. Ealand.*

**Basketry.** *9 weeks; elective.*

The purpose of this course is to give enough experience in the mastery of tools and raw materials to show the relative value of properly directed motor activity through the study of native materials, to a clear understanding of the complexity of modern industrial processes. A well graded course with methods of teaching same will also be outlined.

*Eva M. Ealand.*

**Industrial Art Seminar.** *9 weeks; required.*

This course is concurrent with the teaching of hand work in the Training School. It involves a study of classroom problems, a comparison of results, and discussion concerning adjustments to meet rural school needs. *Eva M. Ealand.*

## DEPARTMENT OF HOME ECONOMICS.

The course in home economics is aimed to meet the needs of three classes of students:

1. Normal students wishing to secure elementary or secondary credentials.
2. Regular normal students wishing home economics electives.



3. Housewives who are graduates of a high school or its equivalent and have had at least four years of practical experience in the home after they have reached the age of eighteen. This latter class comes under the Smith-Hughes law, and by passing a satisfactory examination on their home experience will be given two years credit toward secondary certification.

**Elementary Sewing.** 10 units.

18 weeks; 5 days, 45-minute periods.

Study of textiles. Use of sewing machine and its attachments. Simple drafting. Discussion of materials, trimming and various methods and short cuts in making complete series of garments.

*Miss Stark and -----*

**Advanced Sewing.** 5 units.

9 weeks; 5 days, 45-minute periods.

Costume design and applied textile chemistry; making and padding French lining to fit individual figure; tailored skirt, and shirt waist, silk afternoon or evening dress with discussion of suitable materials and finish.

Prerequisites: Elementary sewing and textile chemistry.

*Miss Stark and -----*

**Practice Teaching.**

- (a) Sewing and cooking classes of elementary grades.
- (b) Advanced teaching in ninth grade.
- (c) As assistant to supervisor in normal classes.

**Methods of Sewing.** 2 units.

9 weeks; 2 days, 45 minutes.

Study of sewing machine and attachments, aim, needs, equipment and courses of study for rural and elementary school.

Prerequisites: Elementary sewing or equivalent.

*-----*

**Elementary Cooking.** 5 units.

9 weeks; 5 days, 90-minute laboratory periods.

Selection and preparation of foods; various methods of canning and preserving fruits and vegetables, jelly-making; 100 caloric portions; home and school luncheons. -----

**Method of Cooking.** 2 units.

9 weeks; 2 days, 45-minute periods.

Detailed study of aims, equipment and courses of study for rural and elementary schools.

Prerequisites: Elementary cooking or its equivalent.

*Miss Stark.*

**Seminar.** 4 units.

9 weeks; 2 days, 90-minute periods; 2 days, 45-minute periods.

History of Home Economics Movement. Methods of presenting household science and art in secondary schools. Arrangement and equipment of cooking and sewing laboratories. Courses of study. Practice in demonstrating.

Prerequisites: Advanced cooking and advanced sewing or equivalent.

*Miss Stark.*

**Household Chemistry.** 6-8 units.

18 weeks; 3-5 days, 90-minute laboratory periods.

Properties of foods and textiles; tests for adulteration. Action of preservatives and disinfectants; principles of dyeing; laundry methods—soaps, washing powders and blueing; removal of stains. -----

**Household Management.** 5 units.

9 weeks; 2 days, 90-minute periods; 3 days, 45-minute periods.

Organization of household, including planning of routine and special work for day and week; hired help problem; apartment versus separate house; ownership versus renting; division

of income; household accounting; budgets. Experimental study of cleaning and cleaning agents, including removal of stains; study of economic and labor-saving devices and equipment. *Miss Stark.*

**Home Nursing.** 4 units.

9 weeks; 2 days, 90-minute periods; 2 days, 45-minute periods.

All problems involved in home nursing, symptoms and care of contagious diseases. Invalid cookery.

Prerequisite: Elementary cooking. -----

**Home Architecture and Sanitation.** 5 units.

9 weeks; 3 days, 90-minute periods; 2 days, 45-minute periods.

Evolution of home; its situation, surroundings and construction, soil drainage, ventilation, lighting, heating, water supply, and disposal of waste. Practice in drawing skeleton floor plans, built in furniture and side elevations. Special attention is given to kitchen, its arrangement and convenience. -----

**Home Furnishing.** 5 units.

9 weeks; 3 days, 90-minute periods; 2 days, 45-minute periods.

Floor coverings, wall hangings; pictures, their use as decorative units; kinds and history of furniture. Drawing in angular and parallel perspective, first and second floor interiors with furnishings. -----

**Cafeteria Management.** 16 units.

18 weeks; 5 days.

Planning of menus, practical work in ordering and marketing of supplies. Cooking, serving of food for one week. Making dietetic study for five consecutive days. *Miss Stark.*

**Dietetics.** 6 units.

9 weeks; 3 days, 90-minute periods; 2 days, 45-minute periods.

Function of various foods in nutrition of body, digestion, absorption, metabolism, food values, and food requirements. Classification of diets. Food requirements in various diseases. Nutrition in infancy, including method of feeding, and kinds and use of milk. Preparation of formulas. Diet for children at different ages; for sick children.

Prerequisites: Elementary and advanced cooking.

**DEPARTMENT OF MANUAL ARTS.****Elementary Manual Training.** 18 weeks.

A course designed to give a general knowledge of woods and a reasonable degree of skill in the use of woodworking tools. It includes mechanical and freehand drawing in their application to constructive design.

*Mr. Schreiter.*

**Manual Training Methods.** 9 weeks.

A brief outline of the Manual Training movement from its beginnings; its educational values and aims of the present day; a study of the processes involved in the making of tools, finishing materials, etc., to lead to an understanding and appreciation of modern industrial pursuit; planning courses of study for elementary schools with special emphasis on rural schools; equipment, its cost and care.

*Mr. Schreiter.*

**Manual Training Teaching and Seminar.** 9 weeks.

Actual teaching of grammar grade manual training under supervision; discussion of questions arising from classroom practice; criticism and comparison of results.

*Mr. Schreiter.*

The following courses, open to students specializing in manual training, are given when necessity demands:

Wood Turning-----	9 weeks
Machine Shop Practice-----	9 weeks
Building Trades Course-----	9 weeks
Advanced Mechanical Drawing-----	9 weeks

*Mr. Hann.*

### DEPARTMENT OF PHYSICAL EDUCATION.

The professional work in this department is designed to provide a training course for teachers. It includes training and practice in the proper conduct of gymnastic exercises, playground activities, and health and development work in the public schools. All students are required to take this work unless excused by the director.

**Junior Course.** *5 periods; 9 weeks.*

Practical talks on organization, equipment and supervision of school playgrounds, schoolroom gymnastic, indoor and outdoor games for all grades and folk dancing. *Miss Trabue.*

**Senior Course.**

Practical work in the classroom, gymnasium, and on the playground with Training School classes. *Miss Trabue.*

## CORRESPONDENCE INSTRUCTION.

Extension courses by correspondence are offered to those who desire normal school teacher-training. The qualifications for registration are: (1) The applicant must be of reasonable maturity, of good moral character, and in sound physical health; (2) the applicant must be, (*a*) a graduate of a standard four-year high school, or (*b*) a teacher of successful experience or the possessor of a grammar school certificate to teach in the state of California; (3) an applicant who lacks the above qualifications may be admitted as a special student, at the discretion of the director of the extension division, upon showing special maturity, fitness and seriousness of purpose.

Correspondence work may be undertaken any time between September first and April first.

Credit will be given for all correspondence work successfully completed. In the methods courses full credit toward a normal school diploma will depend upon an examination and upon successful application and follow-up work during the student's attendance at the normal school.

By means of correspondence work and attendance at summer session, teachers of experience are enabled to secure professional training without leaving their positions. Many trained teachers avail themselves of this opportunity to "brush up" and become familiar with the new teaching methods.

Each experienced teacher will have his work adjusted and planned according to his individual needs. Advanced standing will be allowed provisionally to those who merit it. Advanced standing may be granted, not in excess of eighty normal term units, to teachers whose academic and professional experience warrant it. The minimum amount of work to be done in residence by candidates for graduation is forty-eight units. The minimum amount of work to be done by students without

previous professional training in a normal school will require attendance at three summer sessions and correspondence work extending over two years.

Not more than two courses of correspondence work may be taken at the same time. Four courses may be completed in a half year.

Each course is divided into eight lesson assignments. Each assignment is designed to cover the work of one week. A deficiency will be recorded for delinquent papers unless good reason be given for delay in returning them.

Candidates for graduation should plan their correspondence work with a view to preperation for teaching assignments at such time as they may enroll for residence work. A student is prepared to teach in the training school upon the completion of methods courses covering the subjects in a certain block.

Block I—Arithmetic, History, Reading.

Block II—Art, Science, Music.

Block III—Grammar, Reading, Literature, Spelling, Writing.

Block IV—Geography, Composition.

For example, if a new student should take the courses in arithmetic methods, spelling methods, and geography methods, he would not be prepared to teach in the training school upon his first attendance at the normal school. He would probably be held for a longer term than if he had completed arithmetic methods, history methods and reading methods. In the latter case he would be prepared to teach Block I. Two blocks of teaching is the minimum requirement. This is allowed only to experienced teachers who show exceptional ability.

Certain text and reference books are required for the correspondence courses. These are specified in the first lesson assignment. The student is expected to secure them through local library service whenever possible. The State Library and many county libraries are supplied with the books used in these courses. Students are urged to avail themselves of the assist-

ance of their county librarians. When they can not be secured through the state or local libraries, the State Normal School at Chico will loan books as far as its supply permits. Students may be required to purchase one book for each course or books and pamphlets not to exceed \$1.50 in price.

A deposit of \$2.50 is required of all who enroll and in addition a fee of one dollar for each course in which registration is desired. The deposit will be returned at any time the student may desire to withdraw it, less the charges for stationery or other supplies.

The regulations require that fees be paid before a student may be enrolled in any course.

All correspondence lessons should be written on approved correspondence paper. A pad of paper and two dozen envelopes will be sent with the first lesson assignment and the cost thereof (25 cents) will be deducted from the student's deposit.

All bulletins, stationery or other supplies sent out by the normal school are furnished at the actual cost to the school plus cost of transportation. There is no pecuniary profit to any one whose name appears in connection with any of the school publications or to the institution itself in the sale of any of the supplies that are to be used in these courses.

When the student enrolls, assignments I and II will be sent to him. He prepares the work required in assignment I and returns it to us. We then send him assignment III. The report is corrected and criticized by the instructor and returned to the student.

Meanwhile, he has on hand the second assignment, on which he may be working. When the report on assignment II is received, we mail him assignment IV and so on until the course is completed.

Students are requested to send but one lesson at a time in each course. In this way a student is given the benefit of



regular criticism of his work and is brought in direct personal relation with the instructor.

### Courses Offered by Correspondence.

	Units of credit
Methods in Physical Education-----	3
Methods in Composition-----	1
Methods in Arithmetic-----	3
Methods in Grammar-----	2
Methods in History and Civics-----	3
Methods in Literature-----	1
Methods in Spelling-----	1
Methods in Geography-----	3
Methods in Science (including Hygiene and Health)-----	2
Methods in Science (including Nature Study and Agriculture)	1
Methods in Primary Reading-----	2
Rural Sociology-----	3

If you wish to enroll for any of these courses, forward to the Extension Division, State Normal School, Chico, Cal., (1) a record of your credentials for admission to the work; (2) a list of the classes and subjects you are teaching; (3) a statement indicating the course or courses, not exceeding two in number, for which you wish to enroll; (4) your deposit fee of \$2.50 and the one dollar fee for each course. If undecided concerning the course in which to enroll, the applicant should send full information in regard to his needs and previous training, in which case he will be enrolled in the course best suited to his need. Students are encouraged to ask questions freely in regard to any details concerning which they may desire additional information or assistance.

### SPECIAL CERTIFICATES.

The Chico Normal School is authorized by the State Board of Education to recommend individuals for special certificates in the following subjects:

**Manual and Fine Arts Type.**

*Elementary Grade.* General manual training, including bench work in wood and cabinet work and such other manual work of a prevocational character as may be included in such a course; metal art and craft work; basketry and weaving; freehand drawing, painting and design; mechanical drawing.

*Secondary Grade.* Manual training, limited to bench work in wood and cabinet work, and such construction of a prevocational character as may be included in such a course; printing; mechanical drawing; metal art and craft work; book art and craft work; freehand drawing, painting and design; basketry and weaving; primary construction.

**Household Arts Type.**

*Elementary Grade.* Household science and economy; household art and economy.

*Secondary Grade.* Household science and household art and economy.

**Physical Culture Type.**

*Elementary Grade.* Physical education and training; play and playground management; athletics.

## UNIVERSITY CREDITS AND THE HIGH SCHOOL CREDENTIAL.

Attention is called to the fact that arrangements are now complete whereby advanced credit will be given to the specially recommended graduates of any one of the state normal schools. When conditions have been complied with, normal graduates may be admitted to the university with advanced credit, varying in amount according to nature of elective work taken.

Graduates of this school with proper prerequisites who desire to secure the high school credential entitling them to teach in any high school in California may do so with little disadvantage. The university will allow them advanced standing on the five-year course that leads to the credential, nearly equaling the two years spent in the normal school.

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1919/20

CALIFORNIA  
STATE NORMAL SCHOOL  
CHICO

ADMISSION REQUIREMENTS AND  
COURSE OF STUDY

1919-20



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# Admission Requirements

AND

## Course of Study

State Normal School at Chico

California

1919-20

CALIFORNIA STATE PRINTING OFFICE  
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1919

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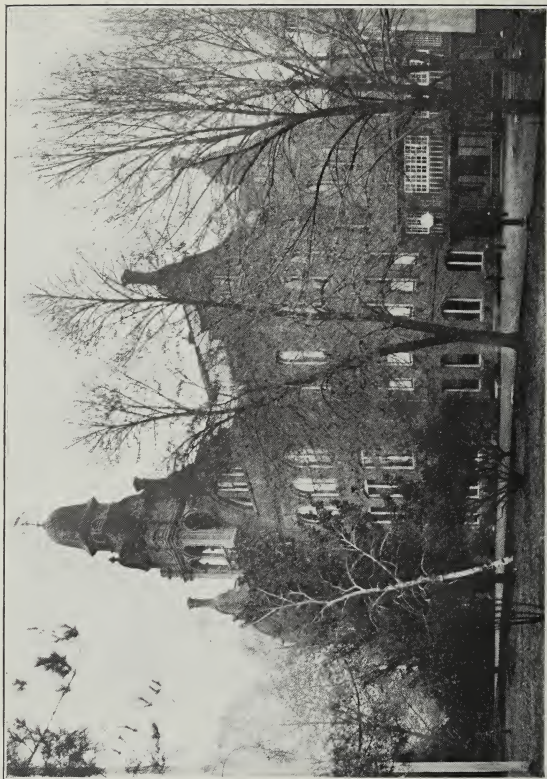
C. M. OSENBAUGH, *Secretary*-----Chico

## FACULTY FOR 1919-1920.

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SAIDEE E. STARK, A.B. (Wis.), A.M. (U. C.)		
		<i>Supervisor of Household Arts</i>
ALMA TRABUE		<i>Supervisor of Physical Education</i>
EMMA A. WILSON		<i>Principal of Training School</i>

### Employees.

WALTER HANN	<i>Foreman of Construction and Maintenance</i>
JUDSON ALBRIGHT	<i>Engineer, and Janitor of Training School</i>
CHARLES BACUS	<i>Janitor</i>
R. O. HIBBS	<i>Assistant Janitor</i>
HENRY LOCEY	<i>Gardener</i>



Chico State Normal School, Main Building.

## CALENDAR FOR 1919-1920.

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### FALL SEMESTER—1919.

Semester opens: Admission and registration of new students.....	} 9 a.m. Monday, September 15
First term work begins.....	9 a.m. Tuesday, September 16
First term ends.....	Friday, November 14
Second term work begins.....	9 a.m. Monday, November 17
School closes, Christmas vacation.....	3:35 p.m. Friday, December 19
School reopens.....	9 a.m. Monday, January 5, 1920
Second term ends.....	Friday, January 30, 1920

### SPRING SEMESTER—1920.

Semester opens: Admission and registration.....	9 a.m. Saturday, January 31
Third term work begins.....	9 a.m. Monday, February 2
Third term ends.....	Friday, April 2
Spring vacation.....	April 2 to 11, inclusive
Fourth term work begins.....	9 a.m. Monday, April 12
Fourth term ends.....	Thursday, June 10
Commencement.....	Thursday morning, June 10 at 9:30

### SUMMER SESSION.

Located at Sisson, foot of Mount Shasta.

Summer session term extends from June 21 to Friday, July 30.

Reservations for accommodations at Normal School camping ground should be made at least two weeks in advance.

### FALL SEMESTER—1920.

Term begins.....	Monday, September 13
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N. B.—Students may enter at any time; but if they enter at other times than at the beginning of a term there may be some disadvantage in program making. Correspondence work may be begun at any time between September 1 and April 1 of each school year.



Interior view of Model Rural School, State Normal School, Chico.

## GENERAL INFORMATION.

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The State Normal School at Chico was opened to students in 1889. Since then it has graduated 1,864 teachers. Of this number 251 have been men. In addition 21 special diplomas have been granted.

The purpose for which the school was founded and the aim of every activity within it is the training of teachers. It is a professional school with a definite professional spirit. It is open to students who wish to become efficient teachers, and who have the requisite foundation of academic preparation, personality and character.

To meet a growing demand, the school is offering, in addition to special work, a course of collegiate grade for those who are not necessarily looking toward the teaching profession, but who are desirous of pursuing an academic course.

### **Demand for Trained Teachers.**

For several years there has been an increasing demand for teachers who have a normal school training. The demand for such teachers has been increased by the constant demands of educational authorities, local, state, and national, that our teachers be better trained. With the additional emphasis being put upon elementary school education, which has been the outgrowth of the world struggle for democracy, this demand for trained teachers will grow still more rapidly.

### **A Growing Scarcity of Teachers.**

For some few years past there has been an apparent surplus of teachers in California, and some of the graduates of state normal schools have had difficulty in getting positions. This situation has changed. At least as far as northern California is concerned, the surplus has disappeared or is rapidly disappearing.

The Chico Normal School has been entirely unable to supply the demand for men teachers this year, especially for manual training and principalship positions.

There was a marked decrease in the number of women graduated from the California Normal Schools the past year. The demand for teachers could not be met.

However unfavorably this shortage may affect the individual schools, it will probably mean that the better trained teacher will not only get the better positions but will also be able to command salaries commensurate with other occupations. It is evident, therefore, that the teaching profession is a good one to get into at present, and that the earlier people enter school to prepare for teaching the better their chances of being ready to take advantage of the larger opportunities. This is a good time to start to normal.

The diplomas of the California normal schools are permanent teaching credentials, entitling the holder to teach in any elementary school in California. They are generally recognized as valid throughout the other states.

### **The School Surroundings.**

The State Normal School at Chico is located in a beautiful and prosperous section of the state. Its campus of eleven acres is known for its splendid grove of trees, most of them planted by the hand of General John Bidwell. At the rear of the campus flows a clear mountain stream, fresh from a Sierra canyon.

Chico is a city of homes and schools. The social environment of the students is therefore just what may be found in the better class of growing, progressive California cities with populations of from ten to twenty thousand.

The churches and young people's religious societies of Chico give a hearty welcome to all students who wish their privileges and benefits. Each year through the agency of the school, as well as through the Chautauqua and the various women's clubs



of the city, a number of the better sort of musical and literary programs are furnished.

### **Board and Lodging.**

Board and lodging in approved private families ranges from twenty-five to thirty dollars per month. Suites of furnished rooms, in private families, may be rented by students who wish to keep house. By clubbing together, such students may reduce expenses to fourteen or fifteen dollars per month. Students who board themselves will be under special supervision, and any evident neglect on their part to provide properly for their wants will be reported to parents or guardians. It has not been difficult for strong students to find work, usually in the nature of domestic service, by means of which all or part of the expense of board and lodging may be defrayed. Arrangements for such work may be made generally, only after the student's arrival, and all students who propose to work their way through should come prepared to take care of themselves until work may be found.

### **Buildings and Equipment.**

The state normal building is a structure of thirty-six rooms. It is equipped with library, gymnasium, apparatus and materials for thorough and efficient work in all departments. Important additions have recently been made to the equipment for industrial and manual training.

Among the features of the school worthy of particular mention as offering special advantages are the museum, library, gymnasium, natatorium, training school and assembly hall.

The museum is a large, well-lighted hall, containing an unusually complete collection of specimens. Its contents serve for purposes of illustration in normal and elementary school classrooms.

The library consists of over twenty thousand volumes. Its magazine rack contains over fifty current periodicals. The collection of books has been very carefully made. Library

privileges are extended fully to all students and to any others who make special application.

The gymnasium is provided with shower baths, apparatus and a running track, and is well warmed and ventilated. It is large enough for indoor basketball.

A swimming pool, now entirely inclosed, is maintained for the use of students and has equipment for regular training of physical education classes. It is a well constructed and well equipped cement tank and gives opportunity for one of the most healthful and useful forms of physical exercise. Shower baths and dressing rooms have been added recently and make the equipment very complete.

### **The Training School.**

The heart of a modern normal school is, of course, that part of the institution in which student teachers develop and prove their fitness for actual classroom duty. The Training School of the Chico Normal School is a new and modern grammar school building containing twenty-six classrooms. It is situated on the campus but a few steps from the main building with which it is connected by a corridor. Each student is required to spend two periods per day throughout the senior year actually directing and instructing classes in the Training School. There are more than five hundred children enrolled in training school classes.

Besides the graded Training School there is a Standard Rural School in its own building upon the Normal campus. In this school every student, before graduation, is given such experience as will enable him to familiarize himself with the peculiar problems of management and method of the ungraded rural school.

### **Tuition Is Free.**

Students are required to provide themselves with ordinary student supplies and some of their textbooks. More than half of the texts in use are furnished free from the school library.

All students are required to deposit the sum of \$2.50 as a deposit fee and breakage fund. This sum is used to defray the cost of the diploma and other graduation expenses. Students who leave before graduation will receive their deposit, less any charges for loss or damage that may be against them.

All special students who do not plan to become teachers are required to pay, in addition to the deposit above mentioned, the sum of \$5.00 per half year as tuition. This is not returned.

### **Student Activities.**

Various phases of school life have given rise to a number of activities, all of which have open membership lists. Athletics are managed by the Young Men's and Young Women's Athletic Associations; the *Normal Record*, a school magazine, is issued by an editorial staff and board of managers elected by the students. Annual contests in basketball and debating, usually held with other normal school teams, have been suspended for the duration of the war. The Young Women's Christian Association has a vigorous chapter. The students, as a whole, are organized under the name of The Associated Students of the Chico Normal, for the purpose of transacting business pertaining to general student affairs and of auditing the accounts of the minor organizations. They also maintain a loan fund for the use of students in need of such aid.

### **Chapel Exercises.**

Four times each week the assembly period is devoted to exercises of a literary or musical character. The students and faculty of the school prepare and present these programs. Well-known speakers or educators from without are sometimes secured.

### **The Annie E. K. Bidwell Playground.**

Upon the Normal School campus has been developed a modern children's playground. It gives added opportunity for the training of teachers in playground supervision, and

furnishes public play space and recreation grounds for many of the children of the city. A large and important part of the training of teachers in playground leadership consists of this actual experience in charge of children and equipment.

**To Superintendents, Principals, and School Trustees.**

The placing of a teacher where he may do his best work is often just as important as his training. Many a good teacher is handicapped by an ill-fitting assignment of work. This institution is willing to aid in supplying teachers to suitable positions at any time that it may have graduates who are candidates for appointment.

*Special teachers in domestic science, art or manual training can sometimes be furnished.* Often teachers can be found who will instruct in one or more of these special subjects for part of the time and fill out the rest of the day with instruction in the common branches.

Applications for teachers should be addressed in care of the president of the school, and should contain a statement of the conditions under which the teacher must work. No candidate will be recommended for a position who does not seem to warrant the full conviction that he or she will meet with complete success in assuming the duties that the particular place involves.

## MINIMUM REQUIREMENTS FOR GRADUATION FROM THE REGULAR TEACHERS' COURSE.

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No student shall be admitted to candidacy for graduation who has not been admitted to full undergraduate standing.

Before graduation, each candidate must complete credit courses beyond a complete elementary school course as follows:

### General Requirements.

	Units
<i>English, Language and Literature, Elementary</i> , including composition and oral expression-----	2
<i>English Language and Literature, Advanced</i> -----	1
<i>Physical Science</i> —One year of general science, including the applied elements of physics, chemistry and physical geography-----	1
<i>Biological Science</i> , including general biology, physiology, hygiene and sanitation -----	1
<i>History of the United States and Citizenship</i> , including local and state government -----	1
<i>World History</i> —Either of the following:	
<i>General History</i> —A year of general history with emphasis on modern European history, or-----	1
<i>World History</i> —A two-year course in ancient, medieval and modern history -----	2
<i>Drawing and Painting</i> , emphasizing applied design-----	1
<i>Music</i> , including sight reading, three-part singing and elementary harmony -----	1
<i>Manual Training or Household Arts</i> , or both; provided, that for students entering after June 30, 1920, one unit shall be required--	$\frac{1}{2}$
<i>Elements of Agriculture</i> , including practical work in gardening, floriculture and plant propagation; provided, that for students entering after June 30, 1920, one unit shall be required-----	1

# PROFESSIONAL REQUIREMENTS (TO BE TAKEN IN NORMAL SCHOOL).

	Units
<i>Elements of Applied Sociology</i> , including the study of institutions and social organizations, rural life and rural school problems, and practical citizenship -----	$\frac{3}{4}$
<i>Education</i> , including a study of the school as an institution and the curriculum, general psychology applied to education, educational measurements and general method-----	1
<i>Practice Teaching and Special Methods</i> , which shall familiarize the student with and give him a mastery of the state series of textbooks, and which shall in addition thereto include special methods in all of the required statutory subjects; provided, that at least one (1) unit shall be given to practice teaching and at least one-third of the total time given to practice teaching shall be in a classroom, by the classroom method and under direct supervision-----	$2\frac{3}{4}$
<i>The California School System, School Law</i> , and their development-----	$\frac{1}{4}$
<i>Physical Education</i> , health inspection, athletics, play, school playground equipment, and indoor and outdoor recreation, and physical training activities—5 periods a week throughout the course; provided, that at least one-fourth of the time shall be given to the theory of physical education-----	$1\frac{1}{4}$
<i>Electives</i> —A sufficient number of electives must be offered to make up the total number of units required for graduation. The number of units required for graduation of students entering prior to July 1, 1921, is twenty-four; the numbers required of students entering thereafter is twenty-nine.	

Units or half units of work completed in high school and counted towards graduation from such school shall be counted towards graduation from the normal school. Where specific courses are prescribed under General Requirements above, and such courses have been completed in high school, full credit for such high school course shall be given in normal school. All units of high school work not counted towards the General Requirements above shall be counted towards the elective courses required.

Commercial, industrial and economic history, or commercial and industrial geography, or any combination thereof amounting to one unit, may be offered in lieu of one unit of world history.

A student of a normal school serving as a student teacher shall receive credit only for teaching done in a normal training school, or as an assistant to a regularly certificated teacher who shall supervise the work, unless supervision is provided by the normal school.

## SPECIAL TEACHERS' COURSES.

### **Minimum Requirements for Admission to Special Teachers' Normal Courses.**

Any person having the qualifications prescribed for provisional undergraduate standing in the "Regular Teachers' Normal School Course" may be admitted to the special teachers' courses maintained by any of the state normal schools.

Persons twenty-one years of age or over who satisfy the faculty of the normal school concerned that they have qualifications equivalent to any of the above requirements, may be admitted into special courses in such normal schools as are authorized to train teachers in special subjects; provided, that they pass an examination in oral and written expression. These students may be given such standing as may be determined by the faculty of the school involved.

### **Minimum Requirements for Graduation from Special Teachers' Courses.**

The minimum requirement for graduation in any special subject or in any group of special subjects shall be the minimum requirement specified in the regulations established by the State Board of Education as set forth in Bulletin 10, revised, 1919, for the government of educational institutions accredited to recommend individuals for special certification.

### **Information for Those Desiring to Prepare for Elementary School Teaching.**

Recommended graduates of public high schools of California, may be admitted provisionally to undergraduate standing in the normal schools of this state.

The fulfillment of three major conditions is necessary for graduation from any normal school in California. These are:

*First*—The passing of satisfactory examinations in the common school subjects listed under Part II, subhead IV; or the

completion of the courses in the common school subjects listed under Part II, subhead IV;

*Second*—The completion, as a minimum, of the courses hereinafter listed;

*Third*—For graduation of students entering prior to July 1, 1921, the completion of twenty-four units of work, sixteen or seventeen of which shall be the units prescribed under Part II, subhead IV; for graduation of students entering after July 1, 1921, twenty-nine units of work, sixteen or seventeen of which shall be prescribed.

Unit credits towards graduation will not be allowed for common school branches pursued as such in normal school or during the normal school period of training.

Persons planning to teach in the elementary schools should select their high school courses with that end in view.

If they enter the normal school properly prepared, they should be able to shorten the time required for graduation. For guidance in the selection of the high school course, see the list of subjects on pages 13 and 14.

If possible, the student should complete in the high school all of the subjects listed under General Requirements. If it is impossible for the student to do this, and if his high school does not provide general applied science courses, he should select as his first choice the other required subjects.

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## MINIMUM REQUIREMENTS FOR ADMISSION TO REGULAR TEACHERS' NORMAL COURSE.

### I. General Qualifications.

Every person admitted as a student to the normal schools of the state must be of good moral character, of good health, without physical or other defect which would impair his fitness for the teaching service, of at least sixteen years of age, and of that class of persons, who, if of proper age, would be admitted to the public schools of the state without restriction.



## II. Units.

A unit is hereby defined to be a course of study of five full periods of recitation per week, or if a laboratory subject, at least eight periods per week, taken for one year of not less than thirty-six weeks. Fractions of units may be accepted and counted.

## III. Requirements for Provisional Undergraduates' Standing.

(a) Graduates of public high schools of California, graduates of other schools of California recognized by the University of California as qualified to recommend students for entrance to said university, and graduates of schools of secondary grade of other states recognized by the president of the normal school concerned as equal in rank to an accredited public high school of California, who have completed a regular four-year course of study, and who are recommended by the principal of the school in which such course of study was completed, may be admitted to provisional undergraduate standing.

(b) Teachers holding valid primary, elementary (kindergarten), kindergarten-primary or special certificates to teach in any county of the state may be admitted and given such provisional undergraduate standing as may be determined by the faculty of the school.

(c) Holders of normal school diplomas or certificates granted in other states, who present satisfactory evidence that they have had training equivalent to that required for admission to the normal schools of this state, may be admitted and given such provisional undergraduate standing as may be determined by the faculty of the school.

(d) Applicants for admission who present more than the minimum requirements for graduation from California high schools, or who have had advanced work in a postgraduate course in a high school, or in any institution of collegiate grade, may be admitted and given such provisional undergraduate standing as may be determined by the faculty of the

school; provided, that no such student shall be graduated without passing a satisfactory examination in the subjects listed in Part II, Section IV, and fulfilling all professional requirements.

(e) Holders of bachelors' degrees issued by institutions authorized by the State Board of Education to recommend applicants for the high school teachers' certificate, and holders of bachelors' degrees issued by American colleges and universities which are on the latest accredited list of the Carnegie Foundation, may be admitted and given such provisional undergraduate standing as may be determined by the faculty of the school; provided, that such persons may be graduated only after completing a minimum of two and one-half units of professional work in the normal school.

(f) Persons not qualifying under any of the above regulations who have satisfied the president of the normal school concerned that they have completed a regular four-year high school course or the equivalent, and who have passed acceptable examinations in three-fourths of the units of work required for high school graduation, may be admitted to provisional undergraduate standing. Only the examinations given for admission to the University of California or any other institutions in California authorized by the State Board of Education to recommend applicants for the high school teachers' certificate, and the examination given by the College Entrance Examination Board, shall be accepted as meeting this requirement.

(g) Persons over twenty-four years of age, not possessing the credentials prescribed above, may be admitted to provisional undergraduate standing on such special qualifications of character, education and general intelligence as may, in the judgment of the faculty of the normal school concerned, be equivalent to any of the above requirements; provided, that no student shall be graduated without passing a satisfactory examination in the subjects listed in Part II, Section IV, and fulfilling all professional requirements.

(h) Persons in the service of or honorably discharged from the service of the naval or military forces of the United States or any auxiliary agencies recognized by the Department of War during the recent World War, who have reached the age of twenty-one years, not possessing the credentials prescribed above, may be admitted to provisional undergraduate standing on such special qualifications of character, education and general intelligence as may, in the judgment of the faculty of the normal school concerned, be equivalent to any of the above requirements; provided, that no student shall be graduated without passing a satisfactory examination in the subjects listed in Part II, Section IV, and fulfilling all professional requirements.

#### **IV. Requirements for Full Undergraduate Standing.**

Students who have fulfilled the requirements for provisional undergraduate standing, and who have passed a satisfactory examination in reading, writing, spelling, English grammar, composition, arithmetic, and geography, or who have completed the course or courses provided in these subjects in the normal school, may be admitted to full undergraduate standing. Such examination shall be given not later than the end of the first half-year after entrance into the normal school. Should the student fail to pass a satisfactory examination in any of these subjects, such student shall be remanded to a regular high school or normal school class offering work in the subject or subjects in which he has failed. In order that the standards of proficiency maintained in these subjects shall be uniform throughout the state, the State Board of Education shall from time to time adopt regulations governing such examinations. A graduate of a normal school or the holder of a bachelor's degree, or a teacher holding a certificate of elementary grade may be excused from any or all of the above examinations by the faculty of the normal school concerned.

#### V. Regulations Governing Examinations for Full Undergraduate Standing in State Normal Schools.

1. For the examination of candidates as provided in Section IV, the president of each state normal school shall have prepared by a member or committee of members of the normal school faculty not less than ten questions or problems in each subject except spelling and reading. Each of such questions or problems shall be given such credit-weight as may be determined by the president of the normal school and the faculty member or committee preparing the questions, but the total credit-weight in any subject must be one hundred. The candidates shall be informed of the credit-weight of each question or problem at the time of the examination. In spelling the examination shall include not less than fifty words selected in the same manner as questions in the other subjects. In reading, the examination shall be oral and shall be marked on the basis of one hundred credits.

2. An oral examination, for which the credit-weight shall not exceed twenty-five out of the total of one hundred, may be given in any subject, under such regulations as the president may prescribe. The credit-weights obtained in the oral examination shall be added to the credit-weights in the subject obtained on written examination in determining the standing of the candidate.

3. An examination in any subject shall be based upon the state textbook or textbooks in the subject prescribed for use in the elementary schools of California.

4. Candidates shall be held responsible in the examination for the more significant and salient facts or processes in each subject, the significance or saliency of such facts to be determined by the president and those charged with the preparation of the questions or problems. The questions shall be such as will test the fullness and accuracy of the candidate's knowledge of subject-matter and processes.

5. In preparing questions or problems, the examiner shall assume that the candidate has completed a full and thorough

course in the subject in the elementary schools, followed by a four-year course of general preparation in the secondary schools. The test shall be such as the examiner would give if called upon to examine candidates for the elementary school teachers' certificate.

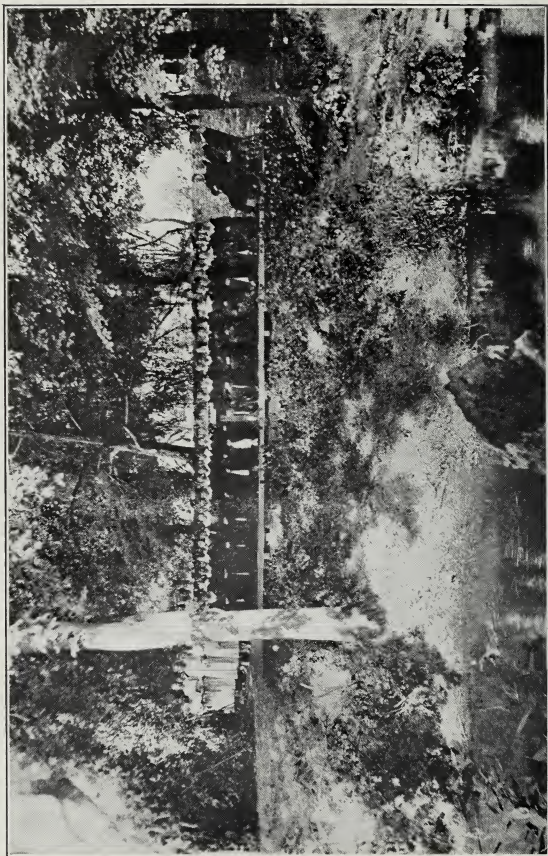
6. Each normal school shall fix the standard for passing in each subject, but the standard shall in no case be lower than 90 per cent in spelling or 75 per cent in any other subject.

7. A complete set of questions and problems in each subject, together with the papers of all the candidates and a tabulated statement of standings, shall be kept on file in the normal school for at least one year after the examination.

8. Within thirty days after the date of the holding of an examination, a complete set of questions and problems in each subject, together with a statement of the credit-weight for each question or problem, shall be sent to each of the other state normal schools and to the State Board of Education. This regulation has for its aim the standardization of examinations through the interchange of ideas.

9. Examinations shall not be held more often than once each quarter year.

10. Candidates who have satisfactorily completed in the high school a review course of not less than one-half unit in any one of the special branches listed for examination, may be exempted from examination in such branch.



Commencement—Chico Normal School, June 12, 1919, Chico Creek,

DIRECTIONS TO STUDENTS.

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The following suggestions should be carefully noted:

1. *Plan your own program and understand it.* Study your own problems arising from conflicts, conditions, prerequisites, and electives, and know the answers to them. No amount of help can keep a program straight if the student doesn't care.

2. Students admitted with advanced standing should work out a complete program, with the advice of the Advanced Standing Committee.

3. Students should consult their class advisers in all matters affecting their progress.

4. Conditions and failure should be removed at once. If the name or program place of the work has been changed, consult your class teacher and arrange for it.

5. The normal course will be figured hereafter as a total of 170 units. A normal term unit is one class period per week with necessary preparation for a term of nine weeks.

6. Students should register for a minimum of 20 periods of work per week. A maximum of 25 periods is permitted. This may not be exceeded save in exceptional cases upon the written request of class teacher and the signed consent of all study teachers concerned. All programs must be approved by the class adviser.

7. Electives in manual training and household arts will be credited to all who take them successfully, even though not carried through to actual practice teaching.

8. New students should plan to remove at once any conditions due to deficient preparation as required by the entrance requirements of the State Board of Education.

9. In case of entrance conditions the student should know just how the making up of such deficiencies will affect his



program; whether it will prolong the period of his training or whether it may be tucked in as elective or extra work.

10. The incoming student should plan with his class adviser a program that will provide for the completion of all the required junior work during the first year. By selecting the right subjects to begin with it will be possible to arrange for such electives as may be most needed or desired.

11. In case it is found to be necessary to mix some junior work in with the senior program, special care must be taken to avoid conflicts and to provide prerequisites for the senior teaching assignments.

12. Tests to qualify for full undergraduate standing will be given by subject teachers. These tests include the following subjects: reading, writing, spelling, English grammar, composition, arithmetic, geography, physiology, and history. All students must take these tests, save those who present high school credit in equivalent subjects and those who may be specially excused under the rule of the State Board of Education.

13. Any student failing to pass a satisfactory test in any of these subjects will be remanded to a high school or normal school class, or to such individual study as may remove the condition.

14. Students conditioned in reading, writing, spelling, or composition will not be permitted to teach any senior block in the training school until the condition is removed; and students conditioned in grammar, arithmetic, or geography will not be permitted to teach a senior block containing the conditioned subject, until the condition is removed.

15. It should be the first purpose of the junior student to complete all required junior work before the end of the year. This is the best assurance that the student can offer as to his earnestness and his prospects of success.

16. At the time of registration students should make a program card on rough paper for their own use.



17. At the end of the first week, when all program changes and uncertainties have been settled, a period will be set aside for the making of residence address cards, program cards, and individual term record cards. These records are of the utmost importance and must be accurately made out and promptly filed with the class adviser.

18. The \$2.50 breakage and diploma deposit, required of all students, should be paid at the time of registration and will be delinquent one week after the date of entrance.

All women students upon their arrival are expected to register with the Dean of Women. Lists of rooming and boarding places may be secured at her office. Rooms may also be rented in which students may do their own cooking.

The Dean of Women is the official adviser to the women and holds individual conferences with the students each quarter. Students are urged to consult with her whenever in need of assistance upon any subject which concerns their general welfare. All students are required to earn two special credits with the Dean in order to graduate. The credits are given for (1) personality, (2) conduct, (3) attending social and educational functions and contributing to the social life of the school, (4) right attitude toward school, and (5) personal appearance.

The social life of the school is supervised by the Dean of Women and all social functions must be arranged through her. It is the aim of the Dean to provide in the school a higher grade of social function than the student can find elsewhere. Only those forms of entertainment are encouraged which will be of some real sociological value.

## Junior Curriculum.

Courses	Room	Periods per week	Units of credit
Period 9.00-9.40.			
Nature Study Methods-----	C	5	5
Art Methods-----	Studio	3	3
Industrial Art Methods-----	K	2	2
Psychology I-----	I	5	5
Advanced Prose Literature and Composition--	B	5	5
Manual Training-----	Shop	5	2½
Period 9.45-10.25.			
Music Methods-----	Assembly	5	5
English Methods-----	J	5	5
*Sociology-----	I	5	10
Elementary Sewing-----	Sewing	4	2½
*Modern European History-----	D	5	10
*Development of Drama-----	B	5	10
Manual Training-----	Shop	5	2½
Elective Art-----	Studio	5	5
Period 10.35-11.15.			
Home Architecture-----	Sewing	5	5
Advanced Foods-----	Cooking	5	2½
Elementary Composition Drill-----	B	5	3
Biology-----	C	5	10
Machine Work-----	Machine Shop	5	2½-5
Elementary Harmony-----	Assembly	5	5
Period 11.20-12.00.			
High School Art-----	Studio	5	5
Art I and II-----	Studio	5	5
Elementary Remanded Music-----	Assembly	5	5
Advanced Foods-----	Cooking	5	2½
Basketry-----	K	5	5-10
Grammar-----	J	2	2
Interpretation of Literature-----	J	3	3
Public Speaking-----	B	5	5
Period 1.15-1.55.			
Advanced Sewing-----	Sewing	5	2½
Geography and Spelling Methods-----	Q	5	5
Composition and Writing Methods-----	B	5	5
Psychology II-----	I	5	5
Remanded and Business Arithmetic-----	A	3	3
Hygiene of School Child-----	C	2	2
Education II-----		5	5
Education III-----		5	5
Period 2.00-2.40.			
History Methods-----	D	5	5
Arithmetic Methods-----	A	5	5
*Sociology-----	I	5	10
*Modern Geography-----	Q	5	10
Grammar Grade Music-----	Assembly	5	5
Metal Work and Jewelry-----	Studio	5	5
Hand Loom Weaving-----	K	5	2½-5

\*18 weeks.

**Junior Curriculum.**

Courses	Room	Periods per week	Units of credit
Period 2.45-3.25.			
Agriculture -----	C	5	5
Story Telling -----	H	3	3
Early Education -----	H	2	2
Advanced Mathematics -----	A	5	5
Orchestra -----	Assembly	5	5
Period 3.30-4.00.			
Administrative Period -----			
School Law -----	H	1	
Girls' Conference -----	Q		

Children's Literature; Primary Methods; Nature Literature; Local and State Government—Period to be determined.



Fresh Air Classes, Chico Training School.

## COURSE OF STUDY.

**Junior Year.**

(Required work.)

Tests and Reviews.....	To be arranged for by subject teachers
Education I (Psychology).....	5 periods a week, 18 weeks, 10 units
Education VII (Sociology).....	5 periods a week, 18 weeks, 10 units
Physical Education.....	5 periods a week, 36 weeks, 4 units
Nature Study Methods.....	5 periods a week, 9 weeks, 5 units
Arithmetic Methods.....	5 periods a week, 9 weeks, 5 units
English Methods.....	5 periods a week, 9 weeks, 5 units
Music Methods.....	5 periods a week, 9 weeks, 5 units
Art Methods.....	3 periods a week, 9 weeks, 3 units
Geography and Spelling Methods.....	5 periods a week, 9 weeks, 5 units
Writing and Composition Methods.....	5 periods a week, 9 weeks, 5 units
History Methods.....	5 periods a week, 9 weeks, 5 units
Industrial Art Methods.....	2 periods a week, 9 weeks, 2 units
Chorus.....	2 periods a week, 36 weeks, 2 units
Dean's Lectures.....	1 period a week, 36 weeks, 2 units
Electives.....	16 units
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Total for Junior year.....	86 units

**Senior Year.**

(Required work.)

Education VI (School Law).....	1 period a week, 36 weeks, 2 units
Teaching Block I.....	10 periods a week, 9 weeks, 10 units
Teaching Block II.....	10 periods a week, 9 weeks, 10 units
Teaching Block III.....	10 periods a week, 9 weeks, 10 units
Teaching Block IV.....	10 periods a week, 9 weeks, 10 units
Education IV (History of Education).....	5 periods a week, 18 weeks, 10 units
Education V (School Administration).....	5 periods a week, 18 weeks, 10 units
Chorus.....	1 period a week, 36 weeks, 2 units
Electives.....	20 units
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Total for Senior year.....	84 units

The following electives are provided. Students may register for any of these with the consent of the class adviser, provided the courses selected do not conflict with prescribed work.

Elective teaching of Manual Training, Domestic Art, Domestic Science, Physical Education and Playground Supervision, Library Practice, with necessary seminars and conferences, may be chosen with credit to be arranged.

Electives	Weeks	Periods	Units
Advanced Mathematics .....	18	3	6
Elective Arithmetic .....	18		
Modern Geography .....	18	5	10
Modern European History.....	18	5	10
Local and State Government.....	18	5	10
Education II (Individual Psychology)....	9	5	5
Education III (Education tests).....	9	5	5
Education VIII (Advanced Sociology)....	9	5	5
Story Telling .....	9	3	3
Children's Literature .....	9		
Program Making in Early Education.....	9	2	2
Mother Craft .....	18		
Primary Methods .....	9		
Interpretation of Literature.....	18	3	6
Elementary Language and Composition...	9	5	5
Advanced Composition .....	9	5	5
Public Speaking .....	9	5	5
Development of the Drama.....	18	5	10
Biological Nature Study.....	36	5	20
Nature Literature .....	9	2	2
Elementary Agriculture .....	36	5	20
Hygiene of the School Child.....	9	2	2
Grammar Grade Music Material.....	18	5	10
Harmony .....	18	5	10
Orchestra .....	18	5	5
Elective Music .....	9	5	5
Elective Art .....	9	5	5
Jewelry .....	9	5	5
Elementary Sewing .....	18	5	10
Dressmaking .....	18	5	10
Elementary Food Study.....	18	5	10
Advanced Food Study.....	18	5	10
Method of Cooking.....	9	2	2
Household Chemistry .....	18	3-5	6-8
Household Management .....	9	5	5
Home Nursing .....	9	4	5
Home Architecture and Sanitation.....	9	5	5
Home Furnishing .....	9	5	5
Cafeteria Management .....	18	5	16
Dietetics .....	9	5	6
Basketry .....	18	5	10
Hand Loom Weaving.....	18	5	10
Elementary Manual Training.....	18	5 double	10
Advanced Manual Training.....	18	5 double	10
Wood Turning .....	9		
Machine Shop Practice.....	9		
Building Trades Course.....	9		
Advanced Mechanical Drawing.....	9		

Students who are found to be seriously deficient in elementary preparation in spelling, writing, composition, arithmetic, United States history and civics, or in any elementary subject, may be required to take special preparatory work without credit, to correct the deficiency.

### DEPARTMENT OF EDUCATION.

**Education I (Psychology): Junior.** 18 weeks; required.

Part I is an introduction to the study of child and adult psychology. The purpose here is to acquaint the student with the fundamental facts of human nature as groundwork for efficient teaching. It is sought to acquire an adequate psychological vocabulary so that a good preparation may be had for further study of this and kindred subjects.

Part II continues the fundamentals of psychology as stated above, but with increasing emphasis upon the application of the facts of mental life to the teaching process. Remembering that the child's education is the justifying cause for psychology in a normal school curriculum, all the important phases of the subject will be studied in their relation to practical classroom application.

*Mr. Meriam.*

**Education II (Individual Psychology).** 9 weeks; elective.

*Miss Reed.*

**Education III (Educational Tests and Measurements).** 9 weeks; elective.

*Miss Reed.*

**Education IV (History of Education): Senior.** 18 weeks; required.

The aim of this course is to give a brief survey of the world's educational development. This record of typical instances of the moral, æsthetic, and intellectual progress should not only prepare for teaching but should enlarge one's vision of civilization and offer cultural values comparable to world history. Primitive, Oriental, Greek, Roman and Christian education are summarized to furnish a background for professional study. The emphasis is placed on modern educational theory and

practices in the hope that teachers will come to realize the need of readjustment from time to time to meet the ever-changing conditions.

*Mr. Cole.*

**Education V (School Administration): Senior.** 18 weeks; required.

The purpose of this course is to furnish the teacher criteria for solving problems that arise in school management, for only through efficient school administration can the highest interests of the pupils be secured.

The scope of this subject is any material that will guide the teacher in securing better school conditions.

*Mr. Cole.*

**Education VI (School Law): Senior.** 36 weeks; required.

This course gives a comprehensive study of the organization of the school system, the powers and duties of the different educational officials, and especially the duties and privileges of teachers. Emphasis is laid on those things the teacher actually comes in contact with in school work.

*Mr. Camper.*

**Education VII (Rural Sociology): Junior.** 18 weeks; required.

It is important that the teacher know not only his subject matter of instruction and the nature of the child who is to receive it but he should be familiar with the child's environment. To this end, assuming that many of our teachers will engage in rural school work, this course in a phase of sociology is provided. It is concerned with the economics of agriculture, with social, recreational, and health conditions, and especially with the comprehensive question of rural education.

*Mr. Meriam.*

**Education VIII (Advanced Sociology).** 9 weeks; elective.

This course is open to students who have completed Education VII or its equivalent. In this course social questions of present-day interest will be considered, with the intent to better qualify the teacher to play an intelligent part in community activities. The class will be conducted on the seminar plan, and topics for study will be assigned to its members in keeping with their individual needs and abilities.

*Mr. Meriam.*



**DEPARTMENT OF KINDERGARTEN EDUCATION.****Story Telling.** 9 weeks; elective.

A study of the purpose and art of story telling in school and the selection of stories. Daily practice in telling stories.

Text: *The Study of the Fairy Tale*—Laura Kready.

*Miss Barbour.*

**Children's Literature.** 9 weeks; elective.

A course planned to acquaint the student with Juvenile literature from Mother Goose and the Fables, the Folk Tale and the Fairy Tale, to the great modern literature both in prose and poetry. A study of the great illustrators and best editions will also be made.

Text: *Literature in the Elementary School*—McClintock.

*Mrs. McQuade and Miss Barbour.*

**Program Making in Early Education.** 9 weeks; elective.

A course planned for Senior students to assist them in the construction of schemes of work—based upon the “prescribed minimum essentials,” but adapted and amplified to meet the needs of the child during his early school life.

Text: *Schools of Tomorrow; Interest and Effort*—Dewey.

*Miss Barbour.*

**Mother Craft.** 18 weeks; elective.

A course planned primarily to acquaint Senior students with fundamental life problems. *Mrs. Cady and Miss Barbour.*

**Primary Methods.** 9 weeks; elective.

A composite course giving a general survey of the whole field of early education, planned for students not specializing in Primary Education. Each unit to be one week in length.

Unit	I.	The Primary School.	<i>Miss Barbour.</i>
Unit	II.	Primary Reading.	<i>Miss Osborn.</i>
Unit	III.	Writing.	<i>Miss Trabue.</i>
Unit	IV.	Arithmetic.	-----
Unit	V.	Handwork.	<i>Miss Ealand.</i>
Unit	VI.	Plays and Games.	<i>Miss Barbour.</i>
Unit	VII.	Music.	<i>Miss Lennon.</i>
Unit	VIII.	Children's Literature.	<i>Mrs. McQuade.</i>
Unit	IX.	Nature Study.	<i>Mrs. Cady.</i>

#### DEPARTMENT OF ENGLISH.

**English Methods: Junior.** 9 weeks; required.

This course includes both general and special methods in teaching reading, literature and grammar.

*Mrs. McQuade and Miss Osborn.*

**Grammar Content and Method: Junior.** 9 weeks; required.

The aim of this course is to give the prospective teacher a thorough understanding of the work she is to accomplish in grammar, including a review of the fundamentals of English grammar and the discussion of methods and means of grammar instruction in the grades. This course has been found a necessary preparation for successful classroom practice. It is now elective and for remanded students. *Mrs. McQuade.*

**Interpretation of Literature.** 18 weeks, 3 periods; elective.

This course includes a study of selected poems, stories and plays for the purpose of interpretation and appreciation,

special analysis of poems selected from representative courses of study arranged for the seventh and eighth grades and some analysis of rhythm and tonal effect in verse.

Texts: Enjoyment of Poetry—Eastman.

English Literature in the Nineteenth Century—  
Hudson.

The Appreciation of Literature—Woodberry.

*Mrs. McQuade and Mr. Powers.*

**Preparatory Composition Methods: Junior.** 9 weeks; required.

This course deals with the *aim* of composition teaching, and with the *methods* of presenting the topic, handling the actual composition writing, marking errors, giving language drills, and grading papers.

*Mr. Powers.*

**Elementary Language and Composition.** 9 weeks; elective.

The course comprises (1) drills on the language mechanics taught in the elementary school, with the chief emphasis laid on the teacher's point of view, (2) the correction and marking of papers written by the training-school pupils, and (3) composition work by members of the class.

*Mr. Powers.*

**Advanced Composition.** 9 weeks; elective.

An analysis of the structural mechanics of the four forms of prose discourse and the writing of compositions using these mechanics.

*Mr. Powers.*

**Public Speaking.** 9 weeks; elective.

Actual class practice based on the study of a very few simple principles of speech-building.

*Mr. Powers.*

**Development of the Drama.** 18 weeks; elective.

A study of the development of dramaturgic principles from the age of Greek tragedy down to modern times. With it is combined an examination of a few masterpieces to discover the detailed workings of these principles.

*Mr. Powers.*

### OUTLINE OF PREPARATORY COURSE IN GRAMMAR.

There are few essentials of English grammar in the grades, but to be of practical value these essentials must be taught thoroughly. It is, therefore, highly important that a teacher's preparation in this subject should include mastery of the principles of elementary grammar and a clear understanding of their connections and relations. The student will be expected to apply the following principles in the analysis and construction of sentences of medium difficulty.

1. The sentence and its classification.
2. Complements—attribute and object.
3. Objective predicate (omit clause as objective predicate).
4. Indirect object.
5. Modifiers—adjective, adverb, phrase, clause, noun as adverb.
6. The dependent clause.
7. Connectives.
8. Inflection of nouns for number and possessive case.
9. Classification and complete inflection of pronouns.
10. Verbs—classification and inflection (subjunctive mode in verb *to be* only).
11. The participle, its complements, modifiers and uses.
12. The infinitive, its complements, modifiers and uses.
13. Texts: Essential Studies in English, Book II, State Series.

Supplementary:

McFadden, Language Series, Book III (Rand, McNally & Co.).

The Mother Tongue, Book II, Kittredge and Arnold (Ginn & Co.).

### DEPARTMENT OF MATHEMATICS.

**Arithmetic Methods: Junior.** 9 weeks; required.

The purpose of this course is to prepare student-teachers in the most fundamental parts of the subject matter of arithmetic and in the most essential features of method that they will need in teaching arithmetic in their Senior year. The course of study forms the basis for a portion of the work in arithmetic methods. Instructions are given concerning observation and other matters pertaining to the work of getting ready to take charge of classes. The State Texts are given a careful study and the student-teachers are required to be familiar with them in the closest detail.

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**Elective Arithmetic.** 18 weeks, 6 credits; either 9 weeks may be taken for credit.

The course comprises a thorough drill in the actual working of the types of problems the teacher will be called upon to present and explain before her classes. Emphasis is laid on facility and ease in ordinary figuring. The course is primarily designed for those who are weak in arithmetic or desire to review their arithmetic. The second quarter continues the above and also takes up the various forms of business applications of arithmetic with the aim that the teachers shall have some familiarity with business terms and business usages.

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**Advanced Mathematics.** 18 weeks, 10 units; elective

Some one advanced course in mathematics of college grade is given. The selection is determined by the students and may be Advanced Algebra, Analytical Geometry, or Trigonometry.

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#### DEPARTMENT OF HISTORY.

**Preparatory History Methods: Junior.** 9 weeks; required.

The aims of this course are: (1) to treat the educational value of history in order to see reasons for teaching history at all, and to see what it may accomplish in the scheme of education. It is necessary to know what results are expected before selecting the subject matter and the methods of presenting it; (2) to get the spirit of history; (3) to get the principles of teaching history; (4) to get the principles of selection of history material for teaching; (5) to get specific methods of teaching history in the grades. Lectures and assigned readings.

*Mr. Miller.*

**Modern European History.** 18 weeks, 10 units; elective.

The purpose of this course is the presentation of the history of Europe since the downfall of Napoleon. The aim is to trace the gradual expansion of Europe and its insistent and growing pressure upon the rest of the world.

Text: Europe Since 1815—Hazen.

*Mr. Miller.*

**Local and State Government.** 18 weeks; elective.

Most study of government in schools deals with the government of the nation; yet the contact of the individual is with city, county and state largely rather than with the federal government. Therefore local and state government in its actual working should be a part of the education of every individual. Since the teacher is everywhere required to teach this part of government, often with little preparation for the work, this course offers the opportunity for such preparation.

*Mr. Miller.*

N. B.—One or the other of these electives will be given as conditions demand.

#### DEPARTMENT OF PHYSICAL SCIENCE.

**Geography Methods: Junior.** 9 weeks; required.

The primary purpose of this course is to bring the student to a realization of the importance, scope and sources of geographic information. The course of study is taken up and discussed so as to give a clear understanding of the reasons for each part, as well as the way in which the parts are linked together.

The State Series Geographies will be studied for the purpose of evaluating the different topics so that each may be given its proper emphasis and due allotment of time.

In this course the attempt will be made to have each one become familiar with a number of the best supplementary books on the subject, so as to form a basis for the selection of such books for the school library.

*Mr. Studley.*

**Modern Geography.** 18 weeks; elective.

The aim in this course is to show the relation of man to his environment. The first part of the course is devoted to a study of the main broad principles of geography and a review of the larger elements of the environment. This is followed by a study of how man and his environment react upon each other.

The chief reference books used are:

International Geography—Mill.

Physical and Commercial Geography—Gregory, Keller  
and Bishop. *Mr. Studley.*

### DEPARTMENT OF BIOLOGICAL SCIENCE.

**Biological Nature Study.** 36 weeks; elective.

The aim of this course is to familiarize the student with living things which will serve as a basis for later nature study teaching. Time is divided between field and laboratory work.

*Mrs. Cady.*

**Nature Study Methods: Junior.** 9 weeks; required.

A course in the theory and practice of helpful methods of presenting Nature Study to children. Field, laboratory and class work.

Text: Practical Nature Study and Elementary Agriculture—Coulter & Patterson. *Mrs. Cady.*

**Nature Literature.** 9 weeks; elective.

Some aims of this course are: (1) to give standards for selecting Nature literature; (2) to show how Nature literature can be used to increase the value of Nature Study rather than as a substitute for it; (3) to acquaint students with California nature writers.

*Mrs. Cady.*

**Elementary Agriculture.** 36 weeks; elective.

The course continues through the year and is divided into two periods of eighteen weeks each. *Fall term* includes a study of soils and moisture, practice in handling slips, bulbs, in grafting, budding and testing and the general subject of plant growth. *Spring term* includes experience in handling a garden project, including a study of one or more garden crops with their animal and plant enemies and friends, irrigation, fertilizers, etc.

*Mrs. Cady.*

**Hygiene of the School Child.** 9 weeks; elective.

A course dealing with the general well-being of the child. Demonstration of simple tests for detecting defects of vision, hearing, etc. Indications of common disorders and vigorous health.

*Mrs. Cady and others.*

### DEPARTMENT OF ART.

**Preparatory Art: Junior.** 18 weeks; required of all who have not had equivalent high school work.

Entering students will submit work. This course covers: Freehand drawing, perspective and design work, covering line, dark and light, and color.

*Mr. Jhonnot.*

**Methods in Art: Junior.** 9 weeks; required.

This course is intended to develop the appreciation of the beautiful through a series of consecutive and progressive lessons covering the great principles of art so that the best in art may in turn be imparted to others.

It includes the various mediums used in art teaching, and the best means and methods of teaching art in both primary and grammar grades.

This course is preparatory to teaching in art classes in the training school.

*Mr. Jhonnot.*

**Jewelry.** 9 weeks, double periods; elective.

This course is to acquaint the student with the various methods employed in the making of Hand-wrought Jewelry.

It covers the designing and making of Jewelry from the sheet material. It includes shaping, pickling, hard and soft soldering, piercing, etching, carving, chasing, enameling, stone setting, polishing, and plating. It covers as many of the above kinds of work as is possible in the time given. It will also take up the equipment for such work. (Only a limited number may take this work.)

*Mr. Jhonnot.*



## PREPARATORY ART.

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This preparatory course will serve as a basis for succeeding methods courses and teaching.

- I. A study of the underlying principles of composition and perspective. (Proportion, variation, subordination, rhythm, and balance.)
  - (a) Their application in rendering simple pictorial compositions in line, dark and light, and color, including work in landscape, still life, and fruit or flower sprays.
  - (b) Their application to simple decorative compositions, both in the abstract and conventional, including work in borders and surface patterns, rugs, book covers, wall paper, and the like.
- II. A study of color as to hue, value, and intensity, good and bad color combinations, with practical applications of color schemes to the problems in (a) and (b) of the above work.
- III. Tone values :
  - (a) Light and dark in its relation to decorative compositions.
  - (b) Light and shade in its relation to pictorial compositions.
- IV. Picture study :

Some time is devoted to the study of the world's great masterpieces. Students are required to have an appreciative knowledge of at least ten of these.

The results of this course are tested by the personal power of the individual to work out the above problems in a direct, expressive way.

The following mediums are required : pencil, charcoal, water colors, and crayolas. Emphasis is placed on freedom and power in rendering qualities of texture, line, tone, and color.

Students who enter may prove by tests whether or not they can meet the standards of this work.

Suggestions as to the selection of textbooks will be sent to those specially desiring them.

PREPARATORY MUSIC.

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The purpose of this work is to give enough musical experience to qualify for succeeding methods courses. It establishes for the student the following elementary standards of attainment:

*Imitation:* To repeat accurately the singing of any ordinary phrase of grammar school songs.

*Use of Voice:* (a) To sing in original key for at least sixteen measures; (b) To feel degrees of emphasis and contrast, and to express them by changing voice quality; (c) To sing primary school songs with taste.

*Rhythm:* (a) To discover the measure of music played upon the piano; (b) To locate primary stress; (c) To tap correctly notes used one to a beat, then beats divided by two, three, and four.

*Melody:* (a) To recognize common melodies sung without words; (b) To find the keynote, its third and its fifth, of simple songs sung by teacher or the class; (c) To distinguish between major and minor tonality; (d) To read from the staff, melodies in one key, selected from any textbook of common use in third primary grade; (e) To apply the syllables, *do, re, me, fa, sol, la, ti*, in singing a simple melody at first hearing.

The results of this work are tested solely by individual answers, expressed by singing, reading, writing, and the expression of musical judgments. No literary product, *i. e.*, definitions, theory, history of music, or second-hand information, is of the slightest value *if offered as a substitute for personal power*.

Music, as an expression, is a motor subject. The test of proficiency is how much and how well can the student create it, teach it, control it. Without this, music work becomes only imitative or memoristic training and fails utterly as a branch of real education.

**Preparatory Music.** 9 weeks.

For those insufficiently, and entirely untaught; major tonality; use of sol, fa syllables; correct intonation; all material in Progressive Book I and Congdon Primer.

**Music Methods.** 9 weeks; required.

Review of entire music field. Methods based upon Progressive Manual, Vol. I; demonstrations upon class, of schoolroom devices of all kinds. Discussion of material for eight grades.

*Miss Lennon.*

**Grammar Grade Music Material.** 18 weeks; elective.

Major and minor tonality: intervals; duets and trios; harmony as far as it may be rendered vocally.

*Miss Lennon.*

**Harmony.** 18 weeks; elective.

Primary triads, heard, sung and played upon piano; inversions; modulation to dominant and subdominant key; analysis of hymn tunes; harmonizing simple melodies and figured basses. Reference, Shepherd's Harmony Simplified.

*Miss Lennon.*

**INDUSTRIAL ARTS DEPARTMENT.****Primary Handwork.** 9 weeks, 2 days per week; required.

A consideration of the true educational value of handwork for the first six grades, with such instruction in methods of teaching paper tearing, folding and cutting, cardboard construction, weaving and raffia work, as shall definitely accomplish the educational demands for constructive work in elementary schools.

*Miss Ealand.*

**Basketry.** 18 weeks; elective.

The purpose of this course is to give enough experience in the mastery of tools and raw materials to show the relative value of properly directed motor activity through the study of native materials, to a clear understanding of the complexity of modern industrial processes. A well graded course with methods of teaching same will also be outlined.

*Miss Ealand.*

**Hand Loom Weaving.** 18 weeks; elective.

This course is planned to meet the needs of teachers in the first six grades. It includes the making of small projects involving elementary processes and a discussion of the presentation and purpose of the work in primary classes.

*Miss Ealand.*

### HOME ECONOMICS DEPARTMENT.

The course in home economics is aimed to meet the needs of three classes of students:

1. Normal students wishing to secure elementary or secondary credentials.

2. Regular normal students wishing home economics electives.

3. Housewives who are graduates of a high school or its equivalent and have had at least four years of practical experience in the home after they have reached the age of eighteen. This latter class comes under the Smith-Hughes law, and by passing a satisfactory examination on their home experience will be given two years credit toward secondary certification.

**Elementary Sewing.** 10 units; elective.

18 weeks; 5 days, 45-minute periods.

Study of textiles. Review of stitches and their application. Use of sewing machine and its attachments. Simple drafting. Discussion of materials, trimming and various methods and short cuts in making complete series of undergarments, also middie or smock and simple dress.

*Miss Eckmann.*

**Dressmaking.** 10 units; elective.

18 weeks; 5 days, 45-minute periods.

History of costume, costume design, and applied textile chemistry; making and padding French lining to fit individual figure, for making of tailored skirt, and shirt waist, silk afternoon or evening dress. Discussion of suitable materials and finishes.

Prerequisites: Elementary sewing and textile chemistry.

*Miss Eckmann.*

**Practice Teaching.** 9 weeks; elective.

(a) Sewing and cooking classes of elementary grades.

(b) Advanced teaching in ninth grade.

(c) As assistant to supervisor in normal classes.

**Methods of Sewing.** 2 units; elective.

9 weeks; 2 days, 45 minutes.

Detailed study of sewing machine and attachments, aim, needs, equipment and courses of study for rural and elementary school.

Prerequisites: Elementary sewing and advanced sewing or equivalent. *Miss Stark.*

**Elementary Food Study.** 10 units; elective.

18 weeks; 5 days, 90-minute periods.

Principles of selection and preparation of food; occurrence, cost and value of nutrients in various food materials. Methods of canning and preserving fruits and vegetables, including jelly making. *Miss Eckmann.*

**Advanced Food Study.** 10 units; elective.

18 weeks; 5 days, 90-minute periods.

Food combinations; food requirements; balanced ration; 100 caloric portions; planning of menus at stipulated cost and according to various dietary standards; ethics of serving. This course also includes practical marketing and excursions.

Prerequisite: Elementary Cooking. *Miss Eckmann.*

**Method of Cooking.** 2 units; elective.

9 weeks; 2 days, 45-minute periods.

Detailed study of aims, equipment and courses of study for rural and elementary schools.

Prerequisites: Elementary and advanced cooking or its equivalent. *Miss Stark.*

**Seminar.** 4 units; elective.

9 weeks; 2 days, 90-minute periods; 2 days, 45-minute periods.

History of Home Economics Movement. Methods of presenting household science and art in secondary schools. Arrangement and equipment of cooking and sewing laboratories. Courses of study. Practice in demonstrating.

Prerequisites: Advanced cooking and advanced sewing or equivalent.

*Miss Stark.*

**Household Chemistry.** 6-8 units; elective.

18 weeks; 3-5 days, 90-minute laboratory periods.

Properties of foods and textiles; tests for adulteration. Action of preservatives and disinfectants; principles of dyeing; laundry methods—soaps, washing powders and blueing; removal of stains.

*Miss Eckmann.*

**Household Management.** 5 units; elective.

9 weeks; 2 days, 90-minute periods; 3 days, 45-minute periods.

Organization of household, including planning of routine and special work for day and week; hired help problem; apartment versus separate house; ownership versus renting; division of income; household accounting; budgets. Experimental study of cleaning and cleaning agents, including removal of stains; study of economic and labor-saving devices and equipment.

*Miss Stark.*

**Home Nursing.** 5 units.

9 weeks; 1 day, 90-minute period; 4 days, 45-minute periods.

Type and care of sickroom; qualities and responsibilities of the home nurse. Methods of giving and kinds of baths, bandaging and treatment in accident and emergencies. Care of contagious diseases and other ailments; disinfectants. Care of infants and children. Occupations for invalids. Mental

hygiene. Some work in invalid cookery and feeding of patients. Practical demonstrations and laboratory work.

Prerequisite: Hygiene of the child.

*Miss Trabue and Miss Stark.*

**Home Architecture and Sanitation.** 5 units; elective.

9 weeks; 3 days, 90-minute periods; 2 days, 45-minute periods.

Evolution of home; its situation, surroundings and construction, soil drainage, ventilation, lighting, heating, water supply, and disposal of waste. Practice in drawing skeleton floor plans, built-in furniture and side elevations. Special attention is given to kitchen, its arrangements and convenience.

*Miss Stark.*

**Home Furnishing.** 5 units; elective.

9 weeks; 3 days, 90-minute periods; 2 days, 45-minute periods.

Floor coverings, wall hanging; pictures, their use as decorative units; kinds and history of furniture. Drawings in angular and parallel perspective, first and second floor interiors with furnishings.

*Miss Stark.*

**Cafeteria Management.** 16 units; elective.

18 weeks; 5 days.

Planning of menus, practical work in ordering and marketing of supplies. Cooking, serving of food for one week. Making dietetic study for five consecutive days.

Prerequisites: Elementary and advanced cooking.

*Miss Stark.*

**Dietetics.** 6 units; elective.

9 weeks; 3 days, 90-minute periods; 2 days, 45-minute periods.

Function of various foods in nutrition of body, digestion, absorption, metabolism, food values, and food requirements. Classification of diets. Food requirements in various diseases.

Weighed diets. Nutrition in infancy, including method of feeding, and kinds and use of milk. Preparation of formulas. Diet for children at different ages; for sick children.

Prerequisites: Elementary and advanced cooking and household chemistry. *Miss Stark.*

### DEPARTMENT OF MANUAL ARTS.

**Elementary Manual Training.** 2 periods daily. 18 weeks; elective.

A course designed to give a general knowledge of woods and a reasonable degree of skill in the use of woodworking tools. It includes mechanical and freehand drawing in their application to constructive design. *Mr. Schreiter.*

**Manual Training Teaching and Conference.** 9 weeks; elective.

Actual teaching of grammar grade manual training under supervision; discussion of questions arising from classroom practice; criticism and comparison of results. *Mr. Schreiter.*

**Advanced Manual Training.** 2 periods daily. 18 weeks; elective.

Includes the use of both hand tools and woodworking tools. Also work in advanced design, construction, and mechanical drawing. *Mr. Schreiter.*

The following courses, open to students specializing in manual training, are given when necessity demands:

Wood Turning .....	9 weeks
Machine Shop Practice .....	9 weeks
Building Trades Course .....	9 weeks
Advanced Mechanical Drawing .....	9 weeks

*Mr. Hann.*

### DEPARTMENT OF PHYSICAL EDUCATION.

The professional work in this department is designed to provide a training course for teachers. It includes training and practice in the proper conduct of gymnastic exercises, playground activities and health development work in the public schools. All students are required to take this unless excused by the director.



Suits required for this course are gymnasium bloomers (preferably black), white middies and tennis shoes. Students should also provide themselves with bathing suits, as part of the time is given to swimming activities.

**Junior Course.** 36 weeks, 5 periods per week; required.

Practical talks on organization, equipment and supervision of school playgrounds. Practical training in schoolroom gymnastics, indoor and outdoor games and folk dancing.

*Miss Trabue.*

**Senior Course.** 36 weeks, 5 periods per week; required.

Practical work in the classroom, gymnasium and on the playground with training school classes.

*Miss Trabue.*

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## CORRESPONDENCE INSTRUCTION.

Extension courses by correspondence are offered to those who desire normal school teacher-training. The qualifications for registration are: (1) The applicant must be of reasonable maturity, of good moral character, and in sound physical health; (2) the applicant must be, (a) a graduate of a standard four-year high school, or (b) a teacher of successful experience or the possessor of a grammar school certificate to teach in the state of California; (3) an applicant who lacks the above qualifications may be admitted as a special student, at the discretion of the director of the extension division, upon showing special maturity, fitness and seriousness of purpose.

Correspondence work may be undertaken any time between September first and April first.

Credit will be given for all correspondence work successfully completed. In the methods courses full credit toward a normal school diploma will depend upon an examination and upon successful application and follow-up work during the student's attendance at the normal school.

By means of correspondence work and attendance at summer session, teachers of experience are enabled to secure professional training without leaving their positions. Many trained teachers avail themselves of this opportunity to "brush up" and become familiar with the new teaching methods.

Each experienced teacher will have his work adjusted and planned according to his individual needs. Advanced standing will be allowed provisionally to those who merit it. Advanced standing may be granted, not in excess of eighty normal term units, to teachers whose academic and professional experience warrant it. The minimum amount of work to be done in residence by candidates for graduation is forty-eight units. The minimum amount of work to be done by students without previous professional training in a normal school will require attendance at three summer sessions and correspondence work extending over two years.

Not more than two courses of correspondence work may be taken at the same time. Four courses may be completed in a half year.

Each course is divided into eight lesson assignments. Each assignment is designed to cover the work of one week. A deficiency will be recorded for delinquent papers unless good reason be given for delay in returning them.

Candidates for graduation should plan their correspondence work with a view to preparation for teaching assignments at such time as they may enroll for residence work. A student is prepared to teach in the training school upon the completion of methods courses covering the subjects in a certain block.

Block I—Arithmetic, History, Reading.

Block II—Composition, Geography, Nature Study.

Block III—Grammar, Special Subjects.

Block IV—Spelling, Writing, Literature.

Certain text and reference books are required for the correspondence courses. These are specified in the first lesson assignment. The student is expected to secure them through local library service whenever possible. The State Library and

many county libraries are supplied with the books used in these courses. Students are urged to avail themselves of the assistance of their county librarians. When they can not be secured through the state or local libraries, the State Normal School at Chico will loan books as far as its supply permits. Students may be required to purchase one book for each course or books and pamphlets not to exceed \$1.50 in price.

A deposit of \$2.50 is required of all who enroll and in addition a fee of one dollar for each course in which registration is desired. The deposit will be returned at any time the student may desire to withdraw it, less the charges for stationery or other supplies.

The regulations require that fees be paid before a student may be enrolled in any course.

All correspondence lessons should be written on approved correspondence paper. A pad of paper and two dozen envelopes will be sent with the first lesson assignment and the cost thereof (25 cents) will be deducted from the student's deposit.

All bulletins, stationery or other supplies sent out by the normal school are furnished at the actual cost to the school plus cost of transportation. There is no pecuniary profit to any one whose name appears in connection with any of the school publications or to the institution itself in the sale of any of the supplies that are to be used in these courses.

When the student enrolls, assignments I and II will be sent to him. He prepares the work required in assignment I and returns it to us. We then send him assignment III. The report is corrected and criticized by the instructor and returned to the student.

Meanwhile, he has on hand the second assignment, on which he may be working. When the report on assignment II is received, we mail him assignment IV and so on until the course is completed.

Students are requested to send but one lesson at a time in each course. In this way a student is given the benefit of regular criticism of his work and is brought in direct personal relation with the instructor.

### Courses Offered by Correspondence.

	Units of credit
Methods in Physical Education-----	3
Methods in Composition-----	1
Methods in Arithmetic-----	3
Methods in Grammar-----	2
Methods in History and Civics-----	3
Methods in Literature-----	1
Methods in Spelling-----	1
Methods in Geography-----	3
Methods in Science (including Hygiene and Health)-----	2
Methods in Science (including Nature Study and Agriculture)	1
Methods in Primary Reading-----	2
Rural Sociology-----	3

If you wish to enroll for any of these courses, forward to the Extension Division, State Normal School, Chico, Cal., (1) a record of your credentials for admission to the work; (2) a list of the classes and subjects you are teaching; (3) a statement indicating the course or courses, not exceeding two in number, for which you wish to enroll; (4) your deposit fee of \$2.50 and the one dollar fee for each course. If undecided concerning the course in which to enroll, the applicant should send full information in regard to his needs and previous training, in which case he will be enrolled in the course best suited to his need. Students are encouraged to ask questions freely in regard to any details concerning which they may desire additional information or assistance.

### SPECIAL CERTIFICATES.

The Chico Normal School is authorized by the State Board of Education to recommend individuals for special certificates in the following subjects:

#### Manual and Fine Arts Type.

*Elementary Grade.* General manual training, including bench work in wood and cabinet work and such other manual

work of a prevocational character as may be included in such a course; metal art and craft work; basketry and weaving; freehand drawing, painting and design; mechanical drawing.

*Secondary Grade.* Manual training, limited to bench work in wood and cabinet work, and such construction of a prevocational character as may be included in such a course; printing; mechanical drawing; metal art and craft work; book art and craft work; freehand drawing, painting and design; basketry and weaving; primary construction.

#### **Household Arts Type.**

*Elementary Grade.* Household science and economy; household art and economy.

*Secondary Grade.* Household science and household art and economy.

#### **Physical Culture Type.**

*Elementary Grade.* Physical education and training; play and playground management; athletics.

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## UNIVERSITY CREDITS AND THE HIGH SCHOOL CREDENTIAL.

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Attention is called to the fact that arrangements are now complete whereby advanced credit will be given to the specially recommended graduates of any one of the state normal schools. When conditions have been complied with, normal graduates may be admitted to the university with advanced credit, varying in amount according to nature of elective work taken.

Graduates of this school with proper prerequisites who desire to secure the high school credential entitling them to teach in any high school in California may do so with little disadvantage. The university will allow them advanced standing on the five-year course that leads to the credential, nearly equaling the two years spent in the normal school.

TRAINING SCHOOL.

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The Training School is open to the children of Chico and vicinity and includes the following departments and grades:

Junior Primary :	Entrance. First. Second.
Primary :	Third. Fourth.
Grammar :	Fifth. Sixth.
Intermediate :	Seventh. Eighth.
Model School :	First to Eighth, inclusive.
Opportunity Class :	Ungraded.

The Junior Primary is planned to give instruction to children of from five to eight years of age. It is aimed to make these first years of school life, which are so vital to the whole future of the child, a time for the acquisition of habits of industry, a right attitude toward work and school life, obedience to authority, a decent respect for the rights of others, self-reliance and self-control, and a thorough foundation in reading, writing and language building. With this substantial, practical and social training, the child progresses easily and naturally into the more formal work of the third grade, being well equipped for his work and thoroughly interested in it, rather than as is too often the case, listless from prolonged repetition or discouraged by trying to grapple with problems beyond his understanding.

Above the fourth grade, children are promoted by subjects, and individuals are advanced as rapidly as their standing warrants. Pupils successfully completing the eighth year are granted elementary diplomas admitting them to the high school.

The Model School is one of the most important and significant departments of the Training School. It registers twenty

pupils of all grades, and is in charge of an experienced teacher. In this department the idea of individual instruction as opposed to class instruction is especially emphasized.

The Opportunity Class is just what its name implies—an opportunity for the child who is in advance of his grade to forge ahead to the goal that his ambition inspires him or his mental development adapts, rather than to waste his efforts in spiritless marking time with his class. An opportunity is also offered the child who, either from sickness or enforced absence from school, has fallen behind his grade to apply all his energies to bridge the resulting gap, so that he may regain his grade rather than lag behind or drop out because of discouraging conditions. This work is in charge an experienced teacher, especially trained to find out the needs of each individual child.

The Training School maintains a thorough and progressive course of study. The pupils enjoy unusual advantages, as, in addition to being under the care of superior teachers, the library, museum, gymnasium, lecture room equipped with lantern and slides for illustrative work, swimming tank, manual training shop and apparatus of the entire institution are placed at their disposal. The subject matter for the course of study is the result of careful selection, with a view to its value in the education of children, by the specialists of the entire Normal School faculty. It contains no fads; to read, write and speak good English, and to perform the necessary arithmetical operations in every-day business life are recognized as the fundamentals of a practical education and as such receive definite consideration.

Throughout the course practical industrial education is especially emphasized. The prominent features of this work are: the garden where each child has a plot of ground for his own planting—one period of the day being devoted to garden work; the shop, where all boys above the fourth grade are given practical instruction in Manual Training; the sewing-room and the kitchen, where the girls of the sixth, seventh and

eighth grades are taught to care for their own wardrobes, make simple garments, and to cook healthful foods; the printing office, where upper class boys get experience in type-setting, job printing, and in managing and editing various school publications; the bank, which offers a practical training in the financial management of school enterprises and business transactions; the industrial art classes where baskets are made, rugs woven, costumes designed and useful articles of all descriptions are the inspiration for "making things."

The cultural subjects are not neglected. These include courses in literature, art, and music, that aim to inspire a love for good books and an appreciation of good pictures and good music.

The Training School Juvenile Library is well stocked and is operated on the same plan as larger libraries. It gives practical experience in the management of children's libraries to student-teachers. The story-telling corner, with its picture book reviews, gives to teachers specific training in directing the reading tastes and habits of children.

A well-equipped playground affords opportunity for the healthful, supervised play which makes for good citizenship. Athletic contests in field and track, and organized games, are regularly scheduled and carefully supervised.

The Normal School swimming tank is used by training school classes for two periods daily. Instruction in swimming is given, and the exercise adds greatly to the joys of physical education.

The object of the Training School with its varied activities is two-fold: (1) to provide the foundation for a liberal education and high standards of good citizenship for its pupils; and (2) to provide a liberal training along all lines of practical professional experience for the student-teachers.

The Junior-Primary training is offered in response to a growing recognition that the training of teachers in primary education is a special problem, and to an increasing demand



for thoroughly equipped teachers for these early grades. The Model School prepares teachers to meet the special demands of rural schools; the making of the best type of rural school programs; the combination of groups in certain subjects such as music, drawing, writing and spelling to economize time; and the provision of useful seat work during the long intervals between recitations. The possibilities of the demonstration work which observation in the Opportunity Class afford, can not be overestimated as it gives the student-teachers correct standards for the intelligent grading of pupils.

Under competent supervisors these student-teachers are taught to teach all the elementary school branches. To the end that they may be well fitted for the actual realities of their own schoolrooms, they are given entire charge of classrooms. They work with classes in the school gardens; plan and take charge of school activities, functions, and entertainments; spend an average of an hour a day supervising playground games or conducting gym classes; take charge of illustrative lectures for geography and history classes; conduct the school library. Along these many lines of service, under the guidance of close supervision, they are thus given opportunities for proficiency in school management. It is, indeed, the aim of the institution to find the culminating expression of its ideals in the work of the Training School; to this end the institution as a whole bends its energies.





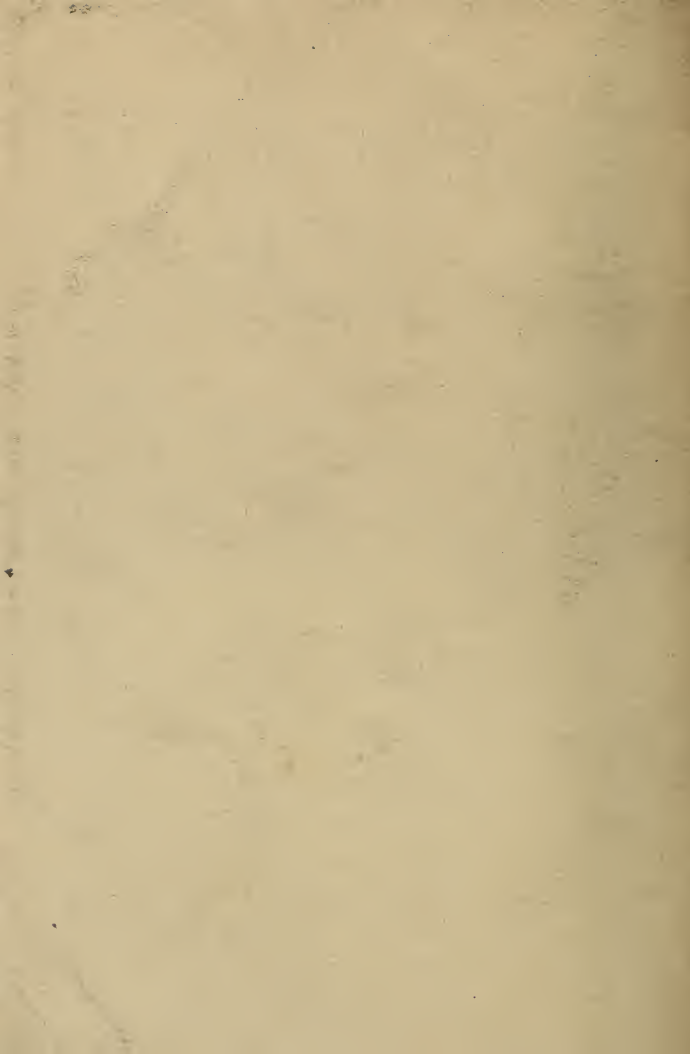


*Mc Shasta Summer School of Chico Nov. at Sisson, Cal.*













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